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ABSTRACT

The kit is designed for use by Australian classroom teachers of English as a Second Language (ESL) interested in more detailed diagnoses of their learners' needs for reading and writing instruction, from beginning to advanced levels. It can be used at the outset of or during a course of study to give a detailed assessment of the learner's reading and writing skills and strategies, and to help teachers define appropriate learning objectives and evaluate learning. The core kit presents a brief rationale, descriptions of seven learner proficiency levels, separate outlines of suggested specific tasks and procedures for reading and writing assessment, and forms for recording information. The reading assessment section provides a list of possible reading tasks to be used in assessment, identifies reading skills and strategies used by readers, offers recommendations for test administration, including skills to watch for, and lists possible teaching objectives. The writing assessment section has a similar format. Each section includes a student assessment profile form. A glossary is also included. The support materials supplement the core kit by explaining more fully how assessment tasks can be selected, analyzed, and interpreted, and provides models of the assessment procedures. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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CORE KIT

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READING AND WRITING ASSESSMENT KIT

An ESL assessment kit
for the classroom

STAGE TWO

Core Kit

Prepared by

Sue Hood and Nicky Solomon

A. Fitzsimmons, Acting Director and Government Printer, South Australia

National Curriculum Resource Centre
Adelaide 1988

READING AND WRITING ASSESSMENT KIT

An ESL assessment kit
for the classroom

STAGE TWO
Core kit

First edition produced and distributed
for the AMEP by the NCRC 1988

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STAGE TWO
Core kit

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in *Stage One*
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The 'Sun-Herald', for 'Migrants Ripped Off';
A.G.L. Sydney Limited for the gas bill;
The Council of the City of Sydney for the library membership application forms;
The Commonwealth Bank for the withdrawal form.

INTRODUCTION

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TO THE TEACHER

Who is the Kit for?

It is for use by classroom teachers who are interested in more detailed diagnoses of their learners' reading and writing needs.

It is for use by teachers in a very wide range of programs, with students from beginner to advanced levels.

It can be used at the beginning of a course and during a course of study, whenever the teacher needs information on reading and writing skills.

What does the Kit aim to do?

It aims to give a detailed diagnostic assessment of a learner's reading and writing skills and strategies.

It aims to help teachers define appropriate learning objectives and to evaluate learning.

How is the Kit organized?

Section A

The *Core Kit* presents a brief rationale, an outline of tasks and procedures, and frameworks for recording information .
It is this section that you will probably want to refer to most often.

Section B

The *Support Materials* explains more fully how tasks can be selected, analysed and interpreted and provides models of the assessment procedures.

Before you use the Kit, read carefully the pages:
'How to use the Reading Assessment Kit' and
'How to use the Writing Assessment Kit'.
Then familiarize yourself with the rest of the materials.

What are the outcomes?

Profiles of individual learner's strengths and weaknesses in reading.

Profiles of individual learner's strengths and weaknesses in writing.

Statements of learning objectives.

NOTE: a separate Kit (Stage One) has been developed to assist those involved in initial interview of learners for placement and referral purposes.
In NSW Adult Migration Education Service this is carried out by teachers especially seconded to that role.

RATIONALE

Why is this Kit designed for the classroom teacher to use?

1. A detailed diagnostic assessment of reading and writing will *not* be necessary for all learners in all programs. ***It is for the classroom teacher to decide, in the light of the overall objectives of their program, how these instruments and procedures apply to them and how they might best be used.*** They may be used with all learners in the class, with a group within the class or with one or two individual students.

2. ***Diagnostic assessment is seen as an important part of the course design process.*** It is an aspect of the needs analysis of learners and an important step in the process of deciding on learning objectives and of evaluating learning.

   Course design is an on-going process. It doesn't just occur pre-course or in the initial stages of a course. Learning objectives change in response to feedback from evaluation, and to the changing needs, interests and abilities of learners throughout a course. ***So procedures for the diagnostic assessment of learners must be available on an on-going basis throughout a course.***

Why suggestions and not prescriptions?

1. As indicated in the Learner Type Descriptions (see pp.5–6), the range of (Adult Migration Education Service) AMEP learners with some need to develop their reading and writing, is extremely diverse. It would be impossible to provide a small number of set tasks and one procedure that would allow the necessary diagnostic information to be obtained for all these different learner types. However, ***the Kit does provide suggestions for tasks and procedures that might be appropriate for different types of learners.***

2. Assessment procedures will vary according to the type of learner, the type of text being used and the particular skills and strategies you want to observe. A range of assessment procedures are therefore provided, rather than one set procedure. ***This range of procedures allow you to focus on both the product, (that is, how effectively the student has read or written) and the process (that is, how he or she went about it).***

3. In line with a communicative approach to language teaching and testing, it was considered very important that assessment instruments and procedures reflect as far as possible the communicative needs of learners. That is, that learners are assessed in terms of their ability to perform communicative tasks that relate to their needs and interests. ***The responsibility for the choice of tasks to use for assessment must rest with the teacher and the learners.***

Why a profile and not a proficiency level?

1. A basic principle in the design of these assessment instruments and procedures is the understanding that there is *not* a hierarchy of skills that can be related to levels of proficiency. That is, we cannot say that at, for example, ASLPR 1- a learner will be able to use skills and strategies a, b, c, d, while at ASLPR 2, a learner will be able to use skills and strategies a, b, c, d, e, f, g. Rather ***the skills and strategies which a learner is able to employ will depend on the type of text being read or written, how familiar the subject matter is, how familiar the type of text is, what additional clues are available in terms of pictures, context, and so on.***
   For this reason ***the profile obtained of the learner has a built-in description of the task, and the comments made are directly related to that task.*** The teacher may conclude from an assessment profile that a learner needs to further develop skills and strategies in order to be able to handle that kind of task, or he/she may conclude that the learner should attempt to apply their skills to more complex, less familiar tasks.

LEARNER TYPE DESCRIPTIONS

The Learner Type Descriptions below were developed as part of the Stage OneAssessment Kit. They are intended to supplement the profiles of learners obtained at initial interview, and to assist program managers to take literacy needs into account in decisions about placement of learners and about courses to offer.

They are broad categories of learners, reflecting the diverse range of AMEP clients. Each category provides an indication of the relative priority of reading and writing in language learning, and an indication of the kinds of reading and writing needs that might be anticipated.

In *Stage Two Support materials* on p.3, you will find support materials that suggest suitable assessment tasks for each Learner Type Description.

1. Low oral proficiency.
Illiterate in L1.
Problems with reading and writing in English.

Needs to develop reading and writing for survival needs and to assist in language learning.

2. Low oral proficiency (AMES 0 →1.0)(ASLPR → 0+).
Literate in L1.
Reading and writing skills in English commensurate with oral language skills.

Needs to develop reading and writing for survival needs and to assist in language learning.

3. Range of levels of oral proficiency (AMES 1.0 →)(ASLPR 1→).
Formal education in L1.
Some formal EFL or ESL background.
Reading and writing skills in English at least commensurate with oral language skills.

Wants to develop all skills in English for work or study purposes.

4. Higher oral proficiency (AMES 1.5 →)(ASLPR 1→)
Literate in L1.
Reading and writing skills in English commensurate with oral language skills.

Wants to develop reading and writing as part of general language development or wants to focus on oral language development.

5. Informal contact with English and some conversational language (AMES 1.0→ 2.0) (ASLPR 0+ → 1).
Formal education in L1.
Often non-roman script background.
Reading and writing skills lag behind oral language skills.

Needs to develop all aspects of English language.
Needs initial emphasis on the development of reading and writing skills in English.

6. Higher oral proficiency (AMES 2.5 →)(ASLPR 1+→).
Reading and writing skills in English lag behind oral language skills.
Reading and writing skills may range from illiteracy in English through to intermediate levels.

Needs to develop reading and writing in English.

7. Higher oral proficiency (AMES 2.5 →)(ASLPR 1+→).
Reading and writing skills in English lag behind oral language skills.
Reading and writing skills may range from illiteracy in English through to intermediate levels.

Wants to improve oral language skills.

READING ASSESSMENT KIT

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HOW TO USE THE READING ASSESSMENT KIT

Select a suitable reading task. (See pp.8–9) *
More than one reading task may be needed to give a comprehensive picture of a learner's reading skills and strategies.

Consider the reading skills and strategies that may be appropriate for that task.
(See p.10) *

Decide on assessment procedure(s) that are appropriate for your learner and for the type of task. *

Use the Reading Profile Sheet to record comments on

a) ***the type of text used***
b) ***the student's reading skills and strategies.***

Use a separate profile sheet for each task given.

Comment on the features that seem relevant to *you.*

Your comments may be very brief in some instances and quite detailed in others.

Use these comments to help formulate teaching objectives.

Keep these sheets as an on-going record of the development of the student's reading skills.

You may find it useful to keep the Profile Sheets for each student in a separate folder.

* See also *Stage Two Support Materials* for further guidelines and models of assessment procedures.

LIST OF READING TASKS

There are numerous tasks that can form the basis of reading assessment procedures. For the adult learner they may include any of the following:

General

understand traffic signs (e.g. Stop, One Way, Give Way, No Parking);

understand shop signs (e.g. Butcher, Supermarket, Chemist);

understand signs in the street (e.g. Open, Closed, Hours of Opening, Take Away Food);

understand signs in buildings (e.g. No Smoking, Exit, Entrance, Ladies/Gents);

understand signs on buses (e.g. Express, Non-Stop, First Stop);

identify relevant food or household items from a shopping catalogue;

identify cost of selected items;

identify food and drink items on a menu;

use bus/train/ferry timetables;

find name on class lists;

use a calendar;

use a telephone directory (e.g. to find emergency number or number of a friend);

understand food or product labels (e.g. 'use by' dates, instructions, warnings);

follow written instructions (e.g. to use telephone, to buy a drink or a ticket from a vending machine);

follow recipe instructions;

understand medicine labels (e.g. the dosage, dangers);

understand clothing labels;

understand bills (e.g. electricity, telephone, gas);

understand CES job ads;

understand appointment cards (e.g. from a doctor or dentist);

understand short messages left at home (e.g. by a friend, Telecom, Gas Co.);

understand telephone messages;

understand greeting cards and messages;

understand invitations;

understand children's notes from school;

understand letter from AMES about an interview or class times;

understand brochures (e.g. Australia Post, Child Care facilities, Infectious diseases);

use a dictionary to find meaning of particular words;

use a map or street directory;

understand racing and betting guides;

List of reading tasks
continued

understand postcard from friend/family;

understand a personal letter from friend/family;

understand a formal letter (e.g. accompanying a bill from a government body);

use reference books as a source of information;

understand a short story;

understand a novel;

understand essays;

understand essay questions.

Reading the newspaper

Newspapers contains many types of texts. The following tasks are relevant to reading a newspaper:

use indexes (e.g. to find TV Guide, sports pages, lottery results);

use TV, entertainment and radio guides;

understand advertisements;

understand headlines;

understand newspaper articles, editorials, letters to the editor, advice columns);

understand classified ads (e.g. employment, rental, for sale, trades);

understand sports results.

Reading tasks in the classroom

There are many classroom reading tasks which can be part of an assessment procedure. They include:

follow written instructions (e.g. in textbooks, on worksheets and other classroom activities such as role cards and survey sheets);

understand notes written on the board;

understand exercises in textbooks (e.g. cloze passages, dialogues, passages with conprehension questions, matching exercises, puzzles);

use content pages and indexes;

interpret diagrams and maps;

sequence texts;

understand other students' writing.

READING SKILLS AND STRATEGIES

The following list identifies many of the sub-skills a reader uses. They combine to enable him/her to extract meaning from a written text. A necessary accompaniment to these skillls is confidence in approaching the task:

ability to identify English script;

ability to identify type of text and purpose through use of contextual clues;

ability to understand the organization of ideas in the text;

ability to understand relations between parts of the text;

ability to understand sentence structure;

ability to use punctuation to construct meaning;

ability to recognise key words or phrases;

ability to understand meaning in pictures and diagrams;

ability to understand numbers;

ability to identify letters of the English alphabet;

ability to read fluently;

ability to predict meaning using knowledge and experience before reading;

ability to predict meaning using knowledge and experience while reading;

ability to skim for the general idea;

ability to scan for specific information or words;

ability to work out the meaning of unfamiliar words from:
- the semantic clues;
- the syntactic clues;
- the graphophonic clues.

ability to adapt reading strategies to the task;

ability to use reference skills:
- alphabetical order;
- numerical order;
- categorical organization.

ability to adapt strategies when the meaning is lost;

ability to understand the main ideas;

ability to understand the meaning in detail;

ability to understand information not explicitly stated;

ability to detect the attitude of the writer.

READING ASSESSMENT PROCEDURES

Consider the following procedures.

NOTE 1. Your choice of procedure(s) will depend on
- (a) who the learner is
- (b) the type of text you choose
- (c) what you want to observe

2. With each assessment task you may use one or more than one procedure.

3. Before beginning to assess a student's skills, briefly explain to the student the purpose of the assessment and the procedures you will use.

1. *Preview reading*

This is a useful initial procedure for all students.

For students with minimal reading skills in English it may be the only procedure used or it may be linked with ***Locating information.***

For students with a wider experience in reading it may be used as a preliminary activity for other procedures.

Instruct the student to look quickly over the text to see what it is about. (A time limit may be given.)

Observe what the student does.
- Does she begin at top left corner and attempt to read every word?
- Does she glance over text?

Ask questions, e.g.
- Do you have any idea what it is about?
- Do you recognize any parts/words?
- Have you seen anything like this before (in English or L1)?
- What was that about?

If the student doesn't know what the text is about, instruct her to look at specific parts of the text, such as headlines, pictures, opening paragraphs, logos.

Check that the student can understand these parts.

Ask again what she thinks it might be about.

Skills to observe for:

confidence in approaching task;

ability to identify type and purpose of text through use of contextual clues;

ability to understand meaning in pictures and diagrams;

ability to recognize key words or phrases;

ability to understand numbers;

ability to predict meaning before reading;

ability to skim for the general idea;

ability to adapt reading strategies to the task.

2. *Locating information*

A useful procedure for all students.

Ask the student to find information which can be fairly readily identified by scanning the text. For example, ask questions like: How many? How much? Where? When? Who?

Skills to observe for:

confidence in approaching task;

ability to recognize key words or phrases;

ability to understand numbers;

ability to scan for particular information or words;

ability to work out the meaning of unfamiliar words from:
- the semantic clues;
- the syntactic clues;
- the graphophonic clues.

ability to adapt reading strategies to the task;

ability to use reference skills:
- alphabetical order;
- numerical order;
- categorical organization.

3. *Reading aloud*

(See Stage Two Support Materials for examples)

Useful to observe the extent to which a student is reading for meaning and the strategies that he/she uses to do so.

It will be unsuitable for students with minimal knowledge of language, except when applied to very short simple texts such as contextualized social sight words.

Ensure that the text is suitable for reading aloud, for example, a bus timetable would not be suitable.

(a) Recording miscues

Instruct student to read a text aloud.
Ensure that the text is suitable for reading aloud, i.e. that it is appropriate to read the whole text.

Explain that you are not concerned with pronunciation, but that you will ask later what it was about.

Observe and mark the student's miscues on a separate copy of the text. (You can record the student's reading on a cassette if you need to.)

Use these symbols.

ERROR	SYMBOL	
Non-response	work --------	Needs prompting after a few seconds or ask for word
Substitution	play work	Write substitution above appropriate part of text
Insertion	his for ∧ work	Indicate by insertion sign, and write nserted word above
Omission	(work)	Circle word, words, or parts of words
Repetition	work	Underline words repeated
Correction	© play work	Place small © beside corrected word
Reversal	work ⌒ hard o n	Symbol that shows which parts of letters, words, phrases or clauses have been interchanged
Hesitation	work/hard	Hesitation between two words

Skills to observe for:

ability to read fluently:

- hesitating;
- chunking or reading word by word;
- skipping over unfamiliar words and reading on or stopping frequently to decode or ask for confirmation.

confidence in approaching task:

- willingness to undertake the task;
- hesitating, asking for confirmation.

ability to predict meaning while reading:

- making semantically appropriate substitutions;
- making miscues which reflect the student's spoken English;
- recognizing when meaning is lost and attempting to self-correct (through reading ahead, rereading or close scrutiny of grapho-phonic clues);
- using appropriate pausing and intonation.

strategies for working out the meaning of unfamiliar words:

- reliance on semantic clues;
- reliance on syntactic clues;
- reliance on grapho-phonic clues.

(b) Retelling
(if appropriate to the text)

Ask the student to retell what the passage is about, or ask specific questions to determine the student's comprehension.

Check understanding of, for example, the main ideas, the meaning in detail, the attitude of the writer.

NOTE: if comprehension is limited, allow student time to reread silently.

Skills to observe for:

ability to understand relations between parts of the text;

ability to understand sentence structure;

ability to use punctuation to construct meaning;

ability to recognize key words or phrases;

ability to understand numbers;

ability to predict meaning while reading;

ability to work out the meaning of unfamiliar words from:

- the semantic clues;
- the syntactic clues;
- the graphophonic clues.

ability to understand the main ideas;

ability to understand the meaning in detail;

ability to understand information not explicitly stated;

ability to detect the attitude of the writer.

4. *Comprehension questions*

The usefulness of this procedure depends on the questions asked. The form of the questions will determine what you can tell about the student's comprehension (i.e. whether the student has understood the main ideas, the meaning in detail, the implicit meaning, the attitude of the writer).

This procedure is difficult to apply to students with little spoken English (without L1 support)

Instruct the student to read the text to him/herself.

Ask questions which can determine the student's understanding of, for example, key words and phrases, the structure of the text, main ideas,information not explicitly stated, the attitude of the writer.

Skills to observe for:

confidence in approaching task;

ability to identify type of text and purpose through use of contextual clues;

ability to understand the organization of ideas in the text;

ability to understand the relations between parts of the text;

ability to understand sentence structure;

ability to use punctuation to construct meaning;

ability to recognize key words or phrases;

ability to understand meaning in pictures and diagrams;

ability to understand numbers;

ability to read fluently;

ability to predict meaning while reading;

ability to understand the main ideas;

ability to understand the meaning in detail;

ability to understand information not explicitly stated;

ability to detect the attitude of the writer.

5. *Sequencing*

(See *Stage Two Support Materials* for examples)

This is useful for students with wider reading experience:

who need to understand texts in detail, either for work or study purposes;

who need to be familiar with the devices used in creating cohesive texts, to apply to their own writing.

The procedure reveals the student's knowledge of the overall structure of a text and the cohesive devices used.

The type of text and the content should be relevant to the learner and ***the text must be cohesive.***

Give the student a text with scrambled sentences/paragraphs.

NOTE

It is best to cut up the text into sentences/paragraphs.
Often newspaper articles are inappropriate for this activity as they lack cohesion.
Before using any text for sequencing, try it yourself to determine what cohesive devices are used.

Ask the student to order or number the sentences/paragraphs to form a cohesive text.

Ask the student to explain his/her reasons for sequencing in this way.

Analyse the completed text.

Skills to observe for:

confidence in approaching task;
ability to identify type of text through use of contextual clues;
ability to recognize key words or phrases;
ability to understand relations between parts of the text;
ability to understand the organization of ideas in the text.

6. Cloze

(See Stage Two Support Materials for examples)

For learners with a wider experience in reading (e.g. Learner Types 3 and 4) cloze allows us to assess knowledge of vocabularly, sentence structure and text structure.

For learners who have very poor reading skills in English, little knowledge of language and/or poor learning strategies it is not an appropriate procedure. In those cases it does not allow you to observe the strategies the learner uses.

Give the student a text in which words have been deleted. Do not delete any words in the opening sentence or two. For a general assessment delete every fifth word (not less than every fifth word). To assess particular areas of knowledge you may delete particular classes of words.

Ask the student to read the passage and fill in the missing words.

Observe the process and analyse the completed text.

Skills to observe for:

confidence in approaching task;

ability to understand the organization of ideas in the text;

ability to understand relations between parts of the text;

ability to understand sentence structure;

ability to use punctuation to construct meaning;

ability to recognize key words or phrases;

ability to predict meaning while reading;

ability to work out the meaning of unfamiliar words from:

- the semantic clues;
- the syntactic clues.

READING PROFILE SHEET

NAME _____ **DATE** _____

LEARNER TYPE _____

DESCRIPTION OF TASK: (Comment on type of text, complexity clarity, familiarity, etc. and attach copy if possible) _____

SKILLS (Mark those appropriate to the task) ***COMMENTS***

Confidence

Skills

- identify English script
- identify type of text and purpose
- understand organization of ideas in the text
- understand relations between parts of the text
- understand sentence structure
- understand punctuation
- recognize key words and phrases
- understand meaning in pictures/diagrams
- understand numbers
- identify letters of the alphabet

Strategies

- read fluently
- predict before reading
- predict while reading
- skim
- scan
- work out the meaning of unfamiliar words, using
  - semantic clues
  - syntactic clues
  - grapho-phonic clues
- adapt reading strategy to the task
- use reference skills
- adapt strategies when meaning is lost

Comprehension

- main ideas
- meaning in detail
- implicit meaning
- attitude of the writer

GENERAL COMMENTS

POSSIBLE TEACHING OBJECTIVES

A LIST OF READING OBJECTIVES

The following list is just an indication of some possible objectives in the development of reading abilities. Where possible they should state the type(s) of text that would be relevant and appropriate (e.g. 'to develop confidence in approaching the reading of newspaper articles about current events');

to develop confidence in approaching reading tasks;

to identify type of text and purpose through use of contextual clues;

to recognize degrees of formality in writing;

to understand the organization of ideas in the text;

to understand the relations between parts of the text;

to be able to use sentence structure to construct meaning;

to be able to use punctuation to help construct meaning;

to recognize key words or phrases;

to understand the meaning in pictures and diagrams;

to interpret the function of numbers from their form;

to develop fluency in reading;

to develop a range of reading strategies and to be able to adapt reading strategies to the task;

to develop strategies to use when meaning is lost;

to develop strategies for predicting (drawing on prior knowledge and experience) before reading a text;

to develop strategies for predicting while reading;

to develop the strategy of skimming;

to be able to read for the gist of a text;

to develop the strategy of scanning;

to be able to locate specific information in a text;

to develop strategies for working out the meaning of unfamiliar words using clues from

a) the known content of the text (semantic)
b) the structure of the text (syntactic)
c) the letters in the word (grapho-phonic).

to develop reference skills including

a) the use of alphabetical order;
b) the use of numerical order;
c) the use of categorical organization.

to be able to read for the main ideas;

to be able to read for a detailed understanding;

to be able to understand information not explicitly stated;

to recognize degrees of formality in writing;

to be able to detect the attitude of the writer.

WRITING ASSESSMENT KIT

HOW TO USE THE WRITING ASSESSMENT KIT

Select a suitable writing task. (See pp.24–25) •
More than one writing task may be needed to give a comprehensive picture of a learner's writing skills and strategies.

Consider the writing skills and strategies that are appropriate for that task. (See p.26) •

Give the student the task and follow the suggested procedures.

Use the writing profile sheet to record comments on:

(a) ***the task given;***
(b) ***the student's writing skills and strategies.***

Use a separate profile sheet for each writing task given.

Comment on the features that seem relevant to *you*.

Your comments may be brief in some instances and quite detailed in others.

Use these comments to help formulate teaching objectives.

Keep these sheets as an on-going record of the development of the student's writing skills.

You may find it useful to keep the Profile Sheets for each student in a separate folder.

• See *Stage Two Support Materials* for further guidelines and models of assessment procedures.

LIST OF WRITING TASKS

As with reading, there are numerous tasks that the teacher can use to observe and assess a student's writing. They may include any of the following:

General

fill in a form giving personal information (e.g. for unemployment benefits, a telephone service, a savings account);

fill in deposit/withdrawal slips;
write a cheque;
fill in a CES job card;
write a telegram (eg. giving important news);
address an envelope;
write a greeting card;
write an invitation;
write a brief message (eg. to milkman, friend);
write a note to child's teacher;
write a telephone message;
write a postcard from a holiday;
write a journal;
write reminder notes in a diary;
write a personal letter;
write a covering letter for a cheque;
write a letter of complaint;
write a letter asking for advice;
write a letter to the editor;
write a job application letter;
write a curriculum vitae;
write a job canvassing letter;
write a report (eg. accident report at work);
write a summary of a given article;
write a short story;
write an essay.

Writing tasks in the classroom

The following classroom writing tasks may also be used for assessment purposes:

copy notes or lists from the blackboard;

handwriting exercises;

fill in survey forms;

fill in worksheets (e.g. grammar drill exercises, answers to comprehension questions, write or complete dialogues);

write a response to a written or spoken text;

write a description;

note-take while listening to teacher/cassette/other students or watching video.

WRITING SKILLS AND STRATEGIES

The following list identifies many of the sub skills a writer uses. They combine to enable the writer to communicate meaning through a written text. A pre-requisite for their use is confidence in approaching the task:

knowledge of the names of the letters of the alphabet;

ability to write the letters of the alphabet in lower case;

ability to write the letters of the alphabet in upper case;

fluency and consistency of script;

ability to organize ideas in an appropriate way;

ability to use appropriate layout for the task;

ability to use appropriate register for the task;

ability to create a cohesive text through the use of reference;

ability to create a cohesive text through the use of substitution/ ellipsis;

ability to create a cohesive text through the use of conjunctions;

ability to create a cohesive text through the use of lexical cohesion;

ability to structure sentences with sufficient accuracy for the task;

knowledge of vocabulary appropriate to the task;

ability to spell with sufficient accuracy for the task;

ability to punctuate with sufficient accuracy for the task;

ability to write numbers in the appropriate form;

ability to use strategies for getting started (e.g. making notes, making a plan);

ability to use strategies for drafting and editing (e.g. rereading, identifying and correcting errors, extending, deleting, reorganizing, rewriting);

ability to use a range of spelling strategies (e.g. visual memory, word patterns, morphemic knowledge, phonic knowledge, mnemonics, syllabification, fluency and speed, dictionaries);

ability to use strategies to compensate limited linguistic knowledge (e.g. asking for assistance, copying from other source).

WRITING ASSESSMENT PROCEDURES

NOTE: before commencing to assess a student's skills, briefly explain to the student the purpose of the assessment and outline the procedures you will use.

1. Give the student a writing task.
Where possible link the task to a previous reading activity.
Make sure that the student understands what the task is and what he/she is required to do.

Explain:

the purpose e.g. to leave a message;
to write a report;
to write an opinion;
to write a letter;
to make a complaint;
to provide information;

the audience e.g a friend or relative;
an employer;
a prospective employer;
a company;
a supervisor;
a newspaper editor;

the topic e.g. explaining a delay;
machinery breakdowns;
smoking on public transport;
lack of service in a department store;
information about work experience;
family and personal news;

the setting (if applicable)
e.g. at home;
at work;
in the bank;
at the gas company.

2. Provide time and an unpressured atmosphere to complete the task.

3. Assess your student's writing by using the Writing Profile Sheet as a guide.

WRITING PROFILE SHEET

NAME _____ **DATE** _____

LEARNER TYPE _____

DESCRIPTION OF TASK: (include comments on purpose, audience, topic, setting student's familiarity with the task) _____

SKILLS *(mark those appropriate to the task)* ***COMMENTS***

Confidence in approaching the task

- willingness
- hesitation

Coherence of message

- the overall clarity of the message

Script

- ability to write upper and/or lower case letters
- knowledge of the names of the letters of the alphabet
- fluency and consistency of script

Construction of the text

- organization of ideas
  - order of presentation of information
  - paragraphing
    - layout
    - register
  - appropriateness of vocabulary
  - appropriateness of sentence structure
- cohesion
  - reference i.e. pronouns
  - substitution/ellipsis
  - conjunctions
  - lexis
- sentence structure
  - tense
  - word order
  - use/omission of articles
  - use/omission of auxiliaries
  - subject and verb agreement
  - use of prepositions
- vocabulary, adequate for the task
- spelling, accurate for the task
- punctuation, accurate for the task
- number, appropriate to their function

Strategies	*COMMENTS*
• for getting started, e.g. making notes making a plan • for drafting and editing, e.g. rereading identifying and correcting errors extending deleting reorganizing rewriting • for spelling, e.g. visual memory word patterns morphemic knowledge phonic knowledge mnemonics syllabification fluency and speed use of dictionaries • to compensate for limited linguistic knowledge, e.g. asking for assistance copying from other sources	

GENERAL COMMENTS

POSSIBLE TEACHING OBJECTIVES

A LIST OF WRITING OBJECTIVES

The following list is just an indication of some possible objectives in the development of writing abilities. Where possible the objectives should state the type(s) of text that would be relevant and appropriate e.g. 'To develop confidence in approaching the writing of personal letter'.

to develop confidence in approaching writing task;

to be able to write down words spelled aloud;

to write the letters of the alphabet in upper and lower case as is appropriate;

to write fluently and with consistency of script;

to organize ideas in an appropriate way in a text;

to use appropriate layout in a text;

to use the appropriate register in a text;

to become familiar with the use of reference;

to become familiar with the use of substitution and elipsis;

to become familiar with the use of conjunctions;

to become familiar with the use of lexical cohesion;

to develop knowledge of vocabulary and sentence structures;

to use appropriate sentence structures in a text;

to spell with sufficient accuracy for the task;

to use appropriate punctuation conventions for a task;

to write numbers in the appropriate form;

to develop strategies for getting started e.g. making notes, making a plan;

to develop strategies for drafting and editing e.g. rereading, identifying and correcting errors, extending, deleting, reorganizing and rewriting;

to develop a range of spelling strategies e.g. visual memory; word patterns, morphemic knowledge, phonic knowledge mnemonics, syllabification, fluency and speed, dictionaries and other resources;

to develop strategies to compensate for limited linguistic knowledge e.g. asking for assistance, copying from other sources.

GLOSSARY

Coherence : the sense a message makes.

Cohesion : the way a text is bound together to create a whole meaningful unit.

Cohesive devices or ties : the linguistic elements (i.e. conjunctions, reference system, substitution or ellipsis, lexical cohesion) that hold the text together.

Contextual clues : the non-linguistic features (e.g. pictures, diagrams, logos, colours, headings, layout, bold-print and the physical setting) that provide meaning.

Drafting : the process of getting ideas on paper.

Editing : the process of changing and developing ideas while drafting, or after a draft has been completed.

Ellipsis : where the part of the text that refers back is left unstated, e.g. 'They're going out, but I don't want to [go out]'.

Graphophonic clues : clues from the letters, letter combinations, and the sounds they represent.

Key words : content words that provide important clues to the overall meaning of the text.

Lexical cohesion : the relationship of vocabulary items to the same semantic field through reiteration or collocation.

Miscues : errors made when reading.

Mnemonics : ways of remembering rules or spelling patterns.

Morphemic knowledge : knowledge of word roots and inflections, such as suffixes and prefixes.

Phonic knowledge : knowledge of letters, letter combinations, and the sounds they represent.

Prediction : making informed guesses about the meaning of a text before and while reading.

Reference skills : being able to locate information where it has been organized systematically (alphabetically, numerically or categorically).

Reference system : the words used to refer to objects, individuals or places mentioned elsewhere in the text.

Register : the characteristics of the language used to signify a particular genre. These will depend on
- field– the content area
- mode– the channel of communication
- tenor– the relationship between the reader and the writer.

Scanning : locating specific information in a text while ignoring the rest.

Semantic clues : what we already know about the topic (from the text and our own experience).

Sentence structure : the grammar at the sentence level, i.e. how words are organized to construct meaning.

Skills : what abilities you need to have in order to do something.

Skimming : looking quickly over a text to get a general idea of what it is about.

Strategies : the processes used in order to do something.

Substitution : words used to link parts of the text by referring to objects named elsewhere, e.g. 'If I buy a new car, you can have the old one'.

Syllabification : breaking the word into syllables and dealing with each segment individually.

Syntactic clues : clues from the sentence structure (i.e. the grammar).

Tasks : purposeful real-life activities where some communication takes place.

Visual memory : recalling the way a word looks, including its length, shape and letter sequence.

Word patterns : groups of words that have similar sound–symbol correspondences, such as eat/heat/meat.

STAGE TWO

R

Support materials

BEST COPY AVAILABLE

READING AND WRITING ASSESSMENT KIT

An ESL assessment kit
for the classroom

STAGE TWO

Support materials

Prepared by

Sue Hood and Nicky Solomon

A. Fitzsimmons, Acting Director and Government Printer, South Australia

National Curriculum Resource Centre
Adelaide 1988

READING AND WRITING ASSESSMENT KIT

An ESL assessment kit
for the classroom

STAGE TWO
Support materials

First edition produced and distributed
for the AMEP by the NCRC 1988

NCRC
5th Floor
Renaissance Centre
127 Rundle Mall
ADELAIDE
SOUTH AUSTRALIA 5000

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The Council of the City of Sydney for the library membership application forms;
The Commonwealth Bank for the withdrawal form.

GUIDELINES FOR SELECTING TASKS

Introduction

There are several factors that you need to consider in selecting tasks to use for assessment:

The learner

goals and interests;

familiarity with spoken and with written language;

familiarity with the type of text (layout, register, text structure);

familiarity with the content (subject matter and cultural knowledge);

familiarity with the processes involved in reading and writing;

confidence.

The type of text

size (length of text);

clarity of print or script;

complexity/density (the detail and complexity of the information, the layout);

amount of contextual clues in texts for reading (photos, diagrams, logos, headings);

the register (reflection of purpose, topic, type of message, audience).

The procedures to be used

the amount of detail required in reading comprehension.

Matching learner types to relevant tasks
(See the Learner Type Descriptions in Stage Two Core Kit pp. 5-6)

Learner Type 1

Because the learner will have little knowledge of English, and little contact with written language:

- reading texts chosen must be highly relevant to the individual learner and offer a great deal of contextual support;
- tasks should be limited in their scope (ie. require minimal knowledge and skills);
- both reading and writing tasks should reflect the spoken language that is being developed in the classroom.

In assessing Learner Type 1 students, it is important to note the following:

- it is assumed that such learners will have difficulty performing very low level reading and writing tasks. It will not be appropriate therefore to carry out a diagnostic assessment pre-course or at the initial stages of a course;
- the procedures could, however, be used during the course, and they will provide some guidance on objective setting;
- L1 support would be a valuable aid in the assessment of such learners.

Suitable tasks might include:

Reading

understand information on a simple form;

understand signs in context (e.g. Stop, Telephone, One Way, Exit, Bus Stop);

understand prices and dates;

understand bills and accounts;

understand supermarket advertising brochures;

understand notes on the blackboard (e.g. vocab lists, experience stories);

understand worksheets and activity cards (e.g. instructions, pictures and diagrams).

Writing

fill in a simple form (e.g. write name and address, telephone number);

spell own name and address;

write a simple message (e.g. a name, telephone nmber and a time);

copy notes from blackboard (e.g. vocabulary and spelling lists, simple narratives, oral language drills);

complete worksheets (e.g. circle correct items, fill in missing words);

write some content words known orally.

Learner Type 2

In choosing suitable reading and writing tasks we need to take into account that

- the learner may have limited familiarity with Australian cultural environment, and a limited exposure to written English and knowledge of structures and vocabulary;
- tasks should reflect the language that is being developed in the classroom;
- reading texts where the content is familiar or where layout and contextual clues support meaning will be suitable.

Suitable tasks might include:

Reading

understand simple forms;
understand road/shop signs;
understand signs on buses;
understand notices (e.g. opening hours/appointment cards);
follow operating instructions on a vending machine;
understand bills/accounts;
understand personal messages;
use a calendar;
follow instructions in a textbook, on worksheets or activity cards;
understand simple narratives (e.g. student's stories).

Writing

fill in a form;
write a message to a friend;
write a postcard;
write a story about personal experiences;
write a message in a greeting card;
copy notes from board;
fill in a survey form;
complete a worksheet (e.g. fill in missing words, circle correct answer).

Learner type 3

A formal ESL or EFL background usually means that the learner has at least a passive knowledge of English. He she may well have had more contact with written than with spoken English and therefore may feel more confident with the former. Consider that

- the learner's level of language development will determine how linguistically complex a text may be;
- for newly-arrived learners, care should be taken to select tasks which are not too specific to the Australian cultural environment;
- where possible, reading and writing tasks should reflect the specific goals of the learners, that is, in the areas of job seeking, job promotion and further study.

Suitable tasks might include:

Reading

1. *work purposes*

understand notices and messages;
understand reports;
understand memos;
understand job advertisements;
understand operating/safety manuals;
understand formal letters.

2. *study purposes*

understand news articles (eg. editorials, feature articles, letters);
use reference books to locate information;
understand sample essays;
understand instructions on exam papers;
understand essay questions.

Writing

1. *work purposes*

fill in a detailed form;
write a job application;
write a resume;
note-take from both written and spoken texts;
take down a telephone message;
write a report;
write a memo;
write a notice for a notice board;
write a formal letter;
write a reference.

2. *study purposes*

fill in a detailed form;
note-take from both written and spoken texts;
write a summary;
write an essay.

Learner Type 4

Familiarity with the Australian cultural environment may vary considerably, so

- for newly arrived learners, texts should not be too culturally specific;
- the levels of language development will also vary.

At lower levels

- shorter reading texts with more contextual clues will be suitable ;
- writing tasks should focus on types of texts which are closer to spoken language and where accuracy is not necessary.

At the higher levels

- longer and more linguistically-complex reading texts will be appropriate;
- writing tasks may involve more complex and formal language,less familiar content and so on.

Tasks may reflect both classroom uses of reading and writing and wider social and employment contexts.

Suitable tasks might include:

Reading

understand notes and messages;
understand postcards;
understand personal letters;
understand notices;
understand newspaper and magazine articles;
understand business/semi-formal letters;
follow written instructions;
understand written dialogues.

Writing

fill in a detailed form;
write a message;
take a telephone message;
write a personal letter;
write a semi-formal letter;
write a job application;
take notes from both written and spoken texts.

Learner Type 5

Although the learner will be familiar with written forms of language in L1, and have some strategies for reading and writing, he/she may have had little contact with written English and perhaps little contact with a roman script language. Consider the following:

- reading texts where layout and contextual clues support meaning will be suitable;
- they should not be too long or complex;
- the subject matter should be relevant and should reflect the learner's familiarity with Australian cultural environment. knowledge of spoken English, goals and interests;
- the reading tasks should not demand too much detailed knowledge of the topic;
- the writing tasks should focus on types of texts that are close to the spoken form of English.

Suitable tasks might include:

Reading

understand key items on a form;
understand notices (e.g. opening hours/appointment cards);
follow instructions (e.g. on a vending machine);
understand advertisements;
understand bills and accounts;
use timetables ;
understand product labels (e.g. food, household goods);
understand simple handwritten messages;
understand simple narratives.

Writing

fill in a form;
write a personal message;
write a greeting card;
write a story about personal experience;
take down a telephone message;
complete worksheets;
fill in surveys;
fill in banking forms;
write a cheque;
address an envelope.

Learner Types 6 and 7

These include students across a wide range of abilities in reading and writing in English.

Before selecting tasks it will be necessary to have some idea of what sorts of reading and writing the student can do. Oral questioning will probably be sufficient for this purpose.

For a beginner student, that is, a student with minimal reading and writing skills in English,

- reading texts need to be highly contextualized;
- the subject matter needs to be personally relevant and to reflect the student's knowledge of Australian culture and his/her goals and interests;
- reading tasks should not require too much detail;
- writing tasks need to focus on type of texts that are close to spoken English, where accuracy is not required and where the message is not too complex.

For a student with wider experience in reading and writing in English,

- reading texts may be less contextualized, less personally relevant and more complex in terms of content and language;
- the tasks can be more demanding in terms of the amount of detail required;
- writing tasks may be more complex and involve less familiar subject matter;
- the type of texts should reflect the student's needs and may include more formal types of registers.

NOTE: for *Learner Type 6* the focus will be on reading and writing. For *Learner Type 7* the focus may be on spoken language, but it is likely that reading and writing will play a significant role in the classroom.

Suitable tasks might include:

Reading

understand shop/street signs;

understand notes and messages;

understand personal letters;

understand semi-formal letters;

follow instructions (e.g. on medicine labels);

use TV guides;

understand banking forms;

understand school letters;

understand newspaper articles with accompanying photos;

understand short stories;

understand brochures;

understand job ads (e.g. at the CES, in the classifieds).

Writing

fill in a simple form;
write a story about personal experience;
fill in a banking form;
write a letter to school (e.g. explaining child's absence);
write a postcard;
write a telegram;
fill in a detailed form;
write a semi-formal letter;
write a job application.

READING SUPPORT

1. Examples of tasks and texts

For each example of a task below, there is

(a) a list of some of the key features of that text;
(b) a list of skills and strategies that could apply to the reading of that text.

NOTE: skills may vary, for example, from one form to another, or from one classified advertisement to another. It will, be necessary therefore, for *you* to determine what skills are appropriate to the text *you* have chosen.

Task 1 Understanding the information required in a ***library application form***

THE COUNCIL OF THE CITY OF SYDNEY

CITY OF SYDNEY PUBLIC LIBRARY MEMBERSHIP APPLICATION

PLEASE WRITE ALL PARTICULARS IN BLOCK LETTERS

TITLE (MR/MRS/MISS/MS etc.)

SURNAME .....

GIVEN NAMES .....

STREET NUMBER and NAME .....

.....

SUBURB ..... POSTCODE .....

PHONE NO ..... DATE OF BIRTH ..... SEX M ☐ F ☐

EMPLOYER/UNIVERSITY/SCHOOL/etc .....

.....

ADDRESS .....

SUBURB ..... POSTCODE .....

L 2

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(a) *Key features of text:*

contextual clues
- logo
- layout, dotted lines
- typed print

key words
- surname, given names
- street, suburb, phone, etc.

specific information to scan for
- any of the items on the form, or
- instructions on how to write (e.g. BLOCK LETTERS)

(b) *Skills to look for:*

confidence in approaching the task;

ability to identify the type and purpose of text through the use of contextual clues;

ability to recognize key words and phrases;

ability to predict meaning before readvertising;

ability to predict meaning while reading;

ability to scan for specific information;

ability to work out the meaning of unfamiliar words.

Task 2 Understanding an ***appointment card***

Dr. Freda Mills
B.D.S.(Syd.)
Dental Surgeon

3.30pm Wed. 11th Oct.

253 2122 — 1st Fl. N.Z.I. Building
999 Pitt St
Sydney, 2000
376 5998 — EMERGENCY AFTER HOURS

(a) *Key features of text:*

contextual clues
- layout, size, typed print

key words
- dental
- dentist's name
- time, date, phone number

numbers
- time, date
- telephone number, postcode

specific information to scan for
- the time of the appointment
- the address of the surgery
- the number to ring in an emergency

possibly unfamiliar words
- emergency
- abbreviations, e.g. Fl.

(b) Skills to look for:

confidence in approaching task;

ability to identify type and purpose of text through use of contextual clues;

ability to recognize key words or phrases;

ability to understand numbers;

ability to identify letters of the English alphabet;

ability to predict meaning before reading;

ability to predict meaning while reading;

ability to scan for specific information or words;

ability to work out the meaning of unfamiliar words;

ability to understand the meaning in detail;

ability to adapt reading strategies to the task.

Form 2/130
(April '85)
N38 (25-4)

NOTICE OF INJURY

Workers Compensation Act 1926, as ammended (Section 53(4))

Industry: Public Utility

Entries should, if practicable, be made in ink

Claim No.....

Section (i): To be completed by injured Worker in block letters.

1

Surname of Injured Worker	Other names
MATKOVIC	GEORGE

Private Address: 39 PERCIVAL RD, STANMORE Post Code 2048

Staff No.	Age	Occupation
287782.1	38	MAINTENANCE MAN

2

Operation in which Worker was Engaged at Time of Injury: UNLOADING PIPES + FITTINGS FROM TRUCK

Date of Injury: 11/11/87 Time of Injury: 10.15 a.m./p.m.

Address at which Injury Occurred: FRENCH ST, KOGARAH

Nature of Injury: RIGHT KNEE – SEVERE PAIN

Cause of Injury: THE LOAD ON THE TRUCK SUDDENLY SHIFTED. THREE PIPES FELL OFF TRUCK HITTING ME ON RIGHT KNEE

Remarks: TAKEN TO DOCTOR IMMEDIATELY. WILL RESUME WORK MONDAY 17th NOV.

Address _____ Signature G. Matkovic

_____ Date 12/11/87

(a) *Key features of text:*

contextual clues
- layout, boxed lines
- typed print

key words
- injury
- surname
- nature of injury

numbers
- date, time
- address
- staff number

specific information to scan for
- any items on the form, e.g. time of injury
- where to sign

Important details
- nature of injury
- cause of injury
- remarks, e.g. when will he return to work.

(b) *Skills to look for:*

confidence in approaching task;

ability to identify type of text and purpose through the use of contextual clues;

ability to understand the organization of ideas in a text;

ability to recognize key words and phrases;

ability to understand numbers;

ability to predict meaning before reading;

ability to predict meaning while reading;

ability to skim for the general idea;

ability to scan for specific information;

ability to work out the meaning of unfamiliar words;

ability to understand main ideas;

ability to understand the meaning in detail.

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EMPLOYMENT

AVON GRAPHICS

Are seeking a letterpress printer to join our growing company. This person would enjoy good conditions with a possibility of advancement. Guillotine experience would be an advantage. For enquiries ph Wayne Burnham. 550 1133 BH
03226678

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Required for Mt Kuringai Coy. Experience of paint making and colour matching would be a considerable advantage. However, consideration will also be given to applicants with initiative and ambition. The job will also include such responsibilities as raw materials inventory, etc.

Hours are Monday to Thursday 7am-3.45pm—Friday 7am-2pm. Wage negotiable.

Please phone for interview on:

457-9733
03220686

BICYCLE MECHANIC Previous experience necessary, must of pleasant nature. 134 Waterloo Rd. Greenacre. 759 8766
03228186

BOBCAT OPERATOR
2 years experience minimum, class 3 licence. Backhoe experience & some mechanical knowledge an advantage. Ph: 923 2016 Bh or 411 4637 Ah.
03221901

BODY BUILDER required for body truck firm at Smithfield, experience in building t/tops & vans essential. Please phone 604 0840 after 8.30.
03227104

BODY BUILDER 1st class tradesperson soon req for assembling & welding alum tipping trailers. Good wages & conds. Apply Panther Eng. 193 Warren Rd. Smithfield. 604 8300.
03226943

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Humes ARC is Australia's leading supplier of reinforcing steel and wiremesh products. A vacancy exists in our Lidcombe office for a scheduler

It is envisaged that the successful applicant will be a mature person who has extensive experience in the building and construction industry

Good communication skills and a willingness to solve problems

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03226230

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03225466

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03227346

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A leading Decor Company has several positions available for sub-contract Blind fitters.

Requirements are commonsense, a related trade background, a presentable work vehicle and a desire to make money.

A training period on wages, to learn about our exclusive systems will be provided.

If you cannot cope with a high work load—**don't apply!**

For an interview please phone Tony on 648-3334.
03221983

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HOME CARE SERVICE OF NSW
WAVERLEY/WOOLLAHRA BRANCH

E.E.O. EMPLOYER

The Home Care Service is a statewide community based organisation which provides practical assistance to families and individuals on the basis of need.

The Waverley/Woollahra Branch is an extra large branch with over 700 clients and approximately 90 field staff.

The bookkeeper is responsible to the Branch Manager for the maintenance of all financial records within the branch.

DUTIES INCLUDE:

- Receipt of cash.
- Control of all financial records.
- Custodian of all accountable documents.
- Wage preparation, records and

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Applicants must have their completed indentures or an Australian Tradesmans' Rights Certificate.
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Community welfare organisation requires 2 exp bookkeepers. Duties include wages, ledgers, cash books, financial returns etc. Kalamazoo exp is desired. Benefits include 35 hr week, travel allowance. Reliable vehicle req.

683-3188

After 9am Monday for interview.
ACTION STAFF LN 627
03226848

BRICKLAYERS LABOURER
Western suburbs. Phone 528 9010
03227963

BOOKING CLERK/ DISPATCHER

18 years plus. Eastern Suburbs. Experienced with telephone. Good knowledge of Sydney area. Service attitude a must. Motor spares or accessories experience an advantage. Phone The Manager, 387 4999 Monday from 9am.
03224618

BOOKKEEPER

CENTRAL COAST
Furniture retail exp required. $400 P.W. Perm position. Please phone (043) 24-2572 after 9am Mon.
STAFF FORCE LN 900
03227965

BUILDING QUALITY ASSURANCE OFFICER

RICE DAUBNEY ARCHITECTS are seeking.

QUALITY ASSURANCE OFFICER with a background in building or Architecture related to on-site construction supervision. The successful applicant will be responsible for quality assurance inspection and reporting for a major health building currently under construction in Sydney. This appointment is for an on-site position during the period of construction, and an opportunity exists for continuity of involvement with further projects.
If you know you have the right qualities to participate in the continued growth and development of our successful practice contact Mr Simmons at:

RICE DAUBNEY ARCHITECTS
97 Pacific Highway
Nth Sydney NSW 2060
(Ph No; area (02) 929 0577)
03227414

The Home Care Service of New South Wales is an Equal Opportunity Employer. The City of Sydney Branch invites written applications for the position of:

BOOKKEEPER

Responsible to: Branch Manager.
Responsible for: Maintenance of all financial records in the Branch.

DUTIES:

(i) Prepare payroll and maintain subsidiary records.
(ii) Maintain Debtors Ledger, produce Aged Trial Balance and follow up of outstanding accounts.
(iii) Maintain Branch Cash Book.

BUILDERS LABOURER Manly area. Must have hsnsl certificate. 939 2388 or 949 6713 a/h
03231934

BUS DRIVER
Experienced drivers with Class 3, 4 or 5 licence required for Suburban Bus Service. Apply Mon-Fri after 9am to 305 Victoria Rd. Rydalmere.
03224064

BUS DRIVERS

Casual and permanent staff required. Class 3, 4, or 5 Drivers Licence. Call 8am-12noon
North & Western Bus Lines
1 Monash Road,
GLADESVILLE
03230468

BUTCHER See Self Employment Opportunities column
03230339

CABINET MAKER — SKILLED
Kitchen Cabinet maker to work with Rossell Kitchens, also manufacture of imported Leight Kitchens. German Language an advantage. 634 3866 for further particulars.
03230389

CABINET MAKERS
New progressive joinery shop requires self motivated tradespersons to join our present team.
Attractive wages & conditions. For an interview phone Neil Skeggs on 631 9644 8am 9am Mon-Fri.
M.D. JOINERY, GUILDFORD
03230618

CABINETMAKER INSTALLERS
Kitchen company requires 2 cabinet makers installers. Must have references. Phone Laurie 604 4877
03233303

CABINETMAKER

Req. for furniture manufacturer. Tradesperson only. Ph 602 8181
03230894

CAR DETAILER requal. required by large panel shop. Seven Hills area. Could be permanent position. Must be experienced. Contact Paul Newton on 624 5900 or a/h 848 9527
03230871

CAR WASHER youth needed to wash cars, busy detailing shop, must have current licence. Ph 712 2602
03233004

CARPENTER Partition work, city area, must be able to work with minimum supervision, immediate start, good wages, 708 1212
03231363

CARPENTER Experienced in office partition manufacture & installation. Wages negotiable. Plenty O/time & possible sub-contract work. Ph.519 3656 Sat. 587 2552 Sun
03230841

CARPENTER Qualified tradesperson 20-30 years with experience in building construction required to carry out a variety of building skills. Must have own transport. Willing to work inner & north western suburbs. Immediate start & good wages. Ph (045)72 3572 all hours.
03230903

CARPENTERS wanted, 10 experienced carpenters to work on formwork. Hard work for good wages. Ph (042) 75 1786.
03230183

CARPENTERS AND JOINERS

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63

BEST COPY AVAILABLE

(a) *Key features of text:*

contextual clues
- layout, columns, typed print
- bold-print headings, logos

key words and phrases
- Employment
- names of jobs
- suburbs, phone numbers
- requirements, e.g. experience, driver's licence

numbers
- salary
- phone numbers, times.
- Specific information to scan for
- the salary, the contact number
- the location, etc.

possible unfamiliar words
- abbreviations, e.g. a/h., suit., exp., hr, p.w.

Important details
- specific qualifications required for a job
- duties involved in a job
- how to apply

(b) *Skills to look for:*

confidence in approaching task;

ability to identify type and purpose of text through use of contextual clues;

ability to understand the organization of ideas in a text;

ability to recognize key words or phrases;

ability to understand numbers e.g. time, phone number address;

ability to use punctuation to construct meaning;

ability to predict meaning before reading;

ability to predict meaning while reading;

ability to skim for the general idea;

ability to scan for specific information or words;

ability to work out the meaning of unfamiliar words (including abbreviations);

ability to adapt reading strategies to the task;

ability to use reference skills;
- alphabetical order
- categorical organization

ability to understand the main ideas;

ability to understand the meaning in detail;

ability to understand information not explicitly stated.

Task 5 Understanding *a **semi-formal*** letter from a real estate agent

P.O.Box 1295
Paddington
NSW 2021

B&J WILLIS & COMPANY
PTY. LIMITED
(EST. 1896)
REAL ESTATE AGENTS
144 OXFORD STREET, PADDINGTON

17th July, 1988

Miss Miller
3/94 Surrey Street
Darlinghurst NSW 2010

Dear Miss Miller,

RE: Lease 3/94 Surrey Street, Darlinghurst.

It is now more than 12 months since your rent was increased and due to increased costs, rates, etc. the owner has no alternative but to increase your rent to the current market value.

As from the 13th August, 1988 the rent will be $150 per week.

However, should you not agree please advise us in writing giving one month's notice so that we may make alternative arrangements to re-let the property.

Yours sincerely,

(Ms) P.M. Willis
Property Manager

(a) *Key features of text:*

contextual clues
- layout of letter, 'Dear...'
- letterhead paper
- typed

key words
- name of estate agent
- own name and address
- rent, increase, 13 August $150

numbers
- dates, addresses, amount

specific information to scan for
- the amount to be paid
- the date of the increase

possibly unfamiliar words
- lease, property, alternative

important details
- the reasons for the increase
- the alternative to paying the increased rent

(b) *Skills to look for:*

confidence in approaching task;

ability to identify type and purpose of text through use of contextual clues;

ability to understand the organization of ideas in a text;

ability to understand relations between parts of the text;

ability to understand sentence structure;

ability to use punctuation to construct meaning;

ability to recognize key words and phrases;

ability to understand numbers, e.g. address, date, amount;

ability to read fluently;

ability to predict meaning before reading;

ability to predict meaning while reading;

ability to skim for the general idea;

ability to scan for specific information;

ability to work out the meaning of unfamiliar words;

ability to adapt reading strategies to the task;

ability to understand main ideas;

ability to understand meaning in detail.

GAS

AGL Sydney Limited (Incorporated in NSW)
P.O. Box 2107 North Sydney , NSW 2059

CUSTOMER NUMBER
157.8140071

AGL Sydney Limited
P.O. Box 2107 North Sydney , NSW 2059
Tel. (02) 922 8000 Account Enquiry
(02) 922 8888 Service And Appliance Repairs

MR D. AVVENEVOL
14 TIMOR STREET
DARLINGHURST
NSW 2010

SERVICE ADDRESS
AVVENEVOL & SONS
22 TIMOR STREET
DARLINGHURST
NSW 2010

PERIOD 01/07/88 - 30/09/88

PLEASE NOTE INCREASE IN PRICE OF GAS
EFFECTIVE FROM JANUARY 1 , 1988

VISIT YOUR LOCAL GAS CENTRE TODAY AND
SEE THE NEW AGL EXCLUSIVE ROOM HEATERS

Meter Reading Present	Meter Reading Previous	Factor	Daily Average This Year	Daily Average Last Year	Tariff Code	Block of Consumption	Rate in Cents	AMOUNT
6308	5241	35.9537	15	14	ECO	1325 MJ	1.5330	20.31

Amount $	FINAL DATE FOR PAYMENT	10/10/88	TOTAL DUE	20.31
Teller / / Date Received	*GAS INSTANT CONTROL SAVES ENERGY*			

(a) *Key features of text:*

contextual clues
logo, layout

key words
gas, total, own name and address

numbers
dates, phone number address, amount, customer number

specific information to scan for
the due date
the address to send it to
the customer number

important details
what to do if you want a receipt

(b) *Skills to look for:*

confidence in approaching the task;

ability to identify type and purpose of text through use of contextual clues;

ability to recognize key words and phrases;

ability to understand numbers;

ability to predict meaning before reading;

ability to predict meaning while reading;

ability to scan for specific information.

Migrants ripped off

Picture by GREG WHITE

FACING EVICTION: The Chelmons with Maria, 4, and baby Ashurina

By SUSAN TAYLOR

NON-ENGLISH-speaking migrants in Sydney's west are being discriminated against by estate agents and ripped off by landlords, say housing officials.

They say some landlords play on the tenants' poor knowledge of English to make them sign their rights away on forms they do not understand.

Landlords are cheating tenants out of their bond money and getting them to unwittingly agree to carry out vital repairs.

Eloise Murphy, of the Fairfield-Liverpool Tenants Advice Service, said a basic communication problem was the first stumbling block for migrants.

"It is difficult to prove, but some agents discriminate against non-English-speaking applicants because the market is so tight they can afford to be more exclusive when they pick as a tenant," she said.

"Tenants are asked to sign a range of documents. They are often asked to sign another form, without reading or understanding it, and that's the bond claim form the tenant is supposed to sign at the end of the tenancy."

Two meetings held recently by the service in Fairfield and Liverpool raised more tales of rip-offs. They included:

● Tenants of a 17-year-old block of flats in a "terrible condition" believing *they* have to carry out major repairs.

● Two non-English-speaking families in the same block having to share one stove because the landlord refused to mend the other one.

● A Chinese man who found he had signed over the whole of his $360 bond to his landlord.

● A Chilean mother-of-three whose landlord refuses to do repairs to a leaking bedroom, which is unusable when it rains.

Mary Anne Veliscek, migrant resource worker with the NSW Tenants Union, claims the tribunal system, where tenants can complain about a rent increase, is unfair for non-English-speaking people who have to defend themselves against more articulate estate agents.

She wants information on bonds and leases made available to non-English-speaking tenants in several languages from estate agents.

Reprinted with permission from The Sun-Herald.

(a) *Key features of text:*

contextual clues
- layout, headline,
- typeset in columns, photo

key words
- migrants ripped off, discrimination, cheating
- landlords, estate agents, tenants
- non-English speaking
- bond money, repairs

specific information to scan for
- in which area of Sydney?
- particular cases, e.g. the Chinese man

important details
- the reasons why migrants are vulnerable
- the specific problems that have arisen

possibly unfamiliar words
- rip-offs, discriminate,
- articulate, stumbling-block

(b) *Skills to look for:*

confidence in approaching the task;

ability to identify type and purpose of text through use of contextual clues;

ability to understand meaning in pictures;

ability to recognize key words or phrases;

ability to use punctuation to construct meaning;

ability to read fluently;

ability to predict meaning before reading;

ability to predict meaning while reading;

ability to skim for the general idea;

ability to scan for specific information;

ability to work out the meaning of unfamiliar words;

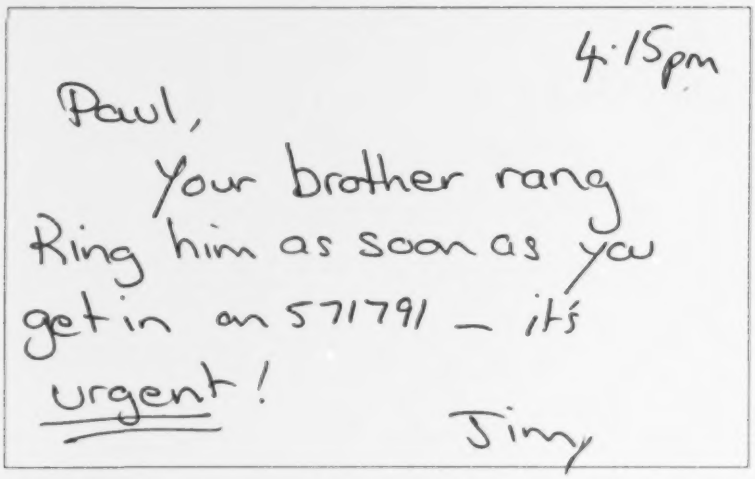
ability to adapt reading strategies to the task;

ability to understand the main ideas;

ability to understand the meaning in detail;

ability to detect the attitude of the writer.

Task 8 Understanding ***a personal message***



(a) *Key features of text:*

contextual clues
- layout
- handwritten

key words
- names
- brother, rang, urgent

numbers
- phone number, time

specific information to scan for
- who wrote the message?
- what's the number to ring?
- what time was the message taken?

possible unfamiliar words
- urgent.

(b) *Skills to look for:*

confidence in approaching task;

ability to identify type of text and purpose through use of contextual clues;

ability to recognize key words or phrases;

ability to understand numbers;

ability to predict meaning before reading;

ability to predict meaning while reading;

ability to skim for the general idea;

ability to scan for specific information;

ability to work out the meaning of unfamiliar words;

ability to adapt reading strategies to the task;

ability to understand the main ideas;

ability to understand the meaning in detail.

Task 9 Understanding *a supermarket shopping advertisement*

Reprinted with permission from Coles New World Supermarkets.

(a) *Key features of text:*

contextual clues
- layout, pictures, prices
- typeset

key words
- names of items, e.g. tea bags, chocolate
- prices of items, e.g. 59c, 1.99

numbers
- prices, quantity, weight, number

specific information to scan for
- the prices of specific items,
  e.g. how much are the tea bags?
- the number of items for the price,
  e.g. how many cartons of juice for $1.99?

(b) *Skills to look for:*

confidence in approaching task;

ability to identify type of text and purpose through use of contextual clues;

ability to understand meaning in pictures and diagrams;

ability to recognize key words or phrases;

ability to understand numbers e.g. price, quantity;

ability to predict meaning before reading;

ability to predict meaning while reading;

ability to skim for the general idea;

ability to scan for specific information or words;

ability to work out the meaning of unfamiliar words;

ability to adapt reading strategy to the task.

Task 10 Understanding *a letter from school*

WIMBERLEY PRIMARY SCHOOL May, 1987

Dear Parents,

Term 2 Family Contributions

Family contributions for term two are now due and we hope that you will support the P & C's major fund raiser once again.

This year we have already spent $7000 on replacing and adding to the computers with more bills to come. This means that a good response to the family contribution scheme is essential if we are to continue to fund the day to day expenses as well as make major purchases.

The next major project is a new photocopier for the Chisholm building and the continuation of turfing of areas of the playground.

The family contribution scheme is now K-6. The money is used for the benefit of every child from Kindergarten to Year 6 and we hope that you will support the P & C in its efforts to provide better facilities for your children.

For your interest details of all income and expenditure are presented at every P & C meeting.

Suggested rates are as follows:

Single child - $15.00 Family - $20.00

Please send your contribution as soon as possible - a receipt will be given to your child to take home to you.

With thanks,
The P & C Executive

(a) *Key features of text:*

contextual clues
- layout of letter ('Dear...', etc.)
- typed.

key words
- Wimberley Primary School
- P&C, family contributions
- single child, $15
- family, $20

specific information to scan for
- how much has been spent so far?
- what on?
- how much is a family contribution?

possibly unfamiliar words
- contributions, income, expenditure, turfing

important details
- why contributions are needed
- what the next project is

(b) *Skills to look for:*

confidence in approaching task;

ability to identify type and purpose of text through use of contextual clues;

ability to understand the organization of ideas in the text;

ability to understand relations between parts of the text;

ability to understand sentence structure;

ability to use punctuation to construct meaning;

ability to recognize key words or phrases;

ability to understand numbers;

ability to read fluently;

ability to predict meaning before reading;

ability to predict meaning while reading;

ability to skim for the general idea;

ability to scan for specific information or words;

ability to work out the meaning of unfamiliar words;

ability to adapt reading strategies to the task;

ability to understand the main ideas;

ability to understand the meaning in detail.

2. *Illustration of procedures*

(a) Recording miscues

SIGHT WORDS

STOP	ONE WAY	NO SMOKING
POLICE	AMBULANCE	FIRE
OPEN	TELEPHONE	AIRMAIL

SIGN/LABEL

TRADING HOURS

MON.-THURS.	9 a.m.-10 p.m.
FRI. & SAT.	9 a.m.-11 p.m.
SUNDAY	10 a.m.-10 p.m.

READING PROFILE SHEET

NAME Lin DATE 20.5.87

LEARNER TYPE 2

DESCRIPTION OF TASK: (Comment on type of text, complexity clarity, familiarity, etc. and attach copy if possible) Page of social words in context i.e., with appropriate lettering logos etc.

SKILLS (Mark those appropriate to the task) **COMMENTS**

Confidence not very willing to take risks, to guess often made no attempt (limited language obviously words marked (✓) were read confidently contributed to this)

Skills

- identify English script
- identify type of text and purpose – contextual clues helped in recognition of some sight words
- understand organization of ideas in the text
- understand relations between parts of the text
- understand sentence structure
- understand punctuation
- recognize key words and phrases — words marked (---) showed no recognition / made no attempt on the shop sign – did not recognise type of text or overall meaning. Recognised only 'Sunday' and numbers.
- understand meaning in pictures/diagrams — for 'fire' – indicated she understood meaning but did not know word.
- understand numbers
- identify letters of the alphabet

Strategies

- read fluently
- predict before reading
- predict while reading
- skim
- scan
- work out the meaning of unfamiliar words, using — tried a phonic attack unsuccessfully with 'open', 'one way' + 'Fire'
  - semantic clues
  - syntactic clues
  - grapho-phonic clues

  – used contextual clues to get meaning of 'fire' otherwise – no response.
- adapt reading strategy to the task
- use reference skills
- adapt strategies when meaning is lost

Comprehension

- main ideas
- meaning in detail
- implicit meaning
- attitude of the writer

recognised about half of the signs/words.

GENERAL COMMENTS

Lacks strategies for prediction and confidence to take risks
Needs exposure to written English (in context)

POSSIBLE TEACHING OBJECTIVES

To use short, contextualized texts, with familiar content (e.g. shop signs, product labels, advertisements)
- to develop confidence and risk taking in reading
- to develop strategies for predicting meaning (before + while reading)
- to develop strategies for working out the meaning of unfamiliar words (from contextual clues, from the meaning of the surrounding text)
- to develop the strategy of skimming over a text to see if any parts are familiar.
- To become familiar with some common social sight words in context.
- to broaden knowledge of English vocabulary and structures.

2/120 Bourke St.,
East Sydney
29th May

Dear Allen,

How are you? I'm sorry I haven't written for so long. I've been very busy at work doing a lot of overtime – but things are getting a little bit better now.

We have just moved to a new flat. It's great. It has a good view of the city, and it's close to the station. We are very happy here.

Say 'hello' to your family for me and please write back soon.

All the best,

Martin.

READING PROFILE SHEET

NAME Noor DATE 30.11.86

LEARNER TYPE 6

DESCRIPTION OF TASK: (Comment on type of text, complexity clarity, familiarity, etc. and attach copy if possible) short personal letter hand written in clear script learner familiar with this type of text.

SKILLS (Mark those appropriate to the task)	***COMMENTS***
Confidence	Not very confident but willing to take a risk.
Skills	
• identify English script	
• identify type of text and purpose ✓	recognised this as a personal letter from the layout.
• understand organization of ideas in the text	
• understand relations between parts of the text	
• understand sentence structure	aware of the structures at phrase level (e.g. 'so far') but not at sentence level – so unable to use syntax to help maintain meaning. In substituting 'condition' for 'view' was looking for something that collocated with 'good'
• understand punctuation	
• recognize key words and phrases ✓	many
• understand meaning in pictures/diagrams	
• understand numbers	
• identify letters of the alphabet	
Strategies	
• read fluently	some chunking of familiar expressions – but much hesitation + reading word by word
• predict before reading ✓	familiar with sorts of content matter and expressions common to this context
• predict while reading ✓	always willing to guess, substituted many words from an appropriate semantic field (e.g. great, letter, condition, clean city)
• skim	
• scan	
• work out the meaning of unfamiliar words, using	
semantic clues ✓	semantic field
syntactic clues	some substitution from own spoken language
grapho-phonic clues	– substitutions usually showed same grapho-phonic relationship to original word.
• adapt reading strategy to the task	
• use reference skills	
• adapt strategies when meaning is lost	
Comprehension	
•main ideas ✓	picked up main ideas only
•meaning in detail	
•implicit meaning	
•attitude of the writer	

GENERAL COMMENTS

- willing to guess but not picking up on syntactic clues; and unable to recognise when inappropriate substitutions made
- able to get the main ideas - but not detailed meaning

POSSIBLE TEACHING OBJECTIVES

To use personal letters and messages

- to develop an awareness of how they are organized and what content is appropriate;
- to become familiar with appropriate words, expressions and sentence structures;
- to develop fluency in reading
- to develop strategies for
  - predicting meaning
  - skimming for the gist
- to develop strategies for working out the meaning of unfamiliar words
  - using the semantic context (the meaning of the surrounding text, the topic)
  - using the syntactic context (the grammar of the text)
  - skipping over and reading on.

English

AMES provides morning, afternoon and evening classes at regional education centres and in your suburb.

Courses include programmes for new arrivals, long-term residents, and classes with home language support. There are also special courses in study skills, reading and writing, conversation and English for work. Other special courses may be arranged. Where possible students with common needs and interests are grouped together, e.g. people seeking work, women with small children, shift-workers, the elderly. There are also facilities for individual study.

All courses are free. Free childcare is available at some locations. For more information or to enrol in a class contact your nearest regional education centre or community co-ordinator.

READING PROFILE SHEET

NAME Cristina DATE 20.5.87

LEARNER TYPE 4

DESCRIPTION OF TASK: (Comment on type of text, complexity, clarity, familiarity, etc. and attach copy if possible) short description of AMES courses from information brochure. Not supported by contextual clues; fairly dense with information.

SKILLS (Mark those appropriate to the task)	***COMMENTS***
Confidence	good
Skills	
• identify English script	
• identify type of text and purpose	
• understand organization of ideas in the text	
• understand relations between parts of the text	
• understand sentence structure ✓	
• understand punctuation ✓	appropriate pausing + intonation
• recognize key words and phrases ✓	unfamiliar with 'childcare'
• understand meaning in pictures/diagrams	
• understand numbers	
• identify letters of the alphabet	
Strategies	
• read fluently ✓	read fluently with few hesitations; skipped over unfamiliar words
• predict before reading	substituted own form of spoken language (they/there)
• predict while reading ✓	read over unfamiliar words in order to maintain meaning
• skim	substitutions 'reading' and 'children' are attempts to get close enough to meaning
• scan	
• work out the meaning of unfamiliar words, using	made quick attempt or skipped over and read on
semantic clues	
syntactic clues	
grapho-phonic clues	
• adapt reading strategy to the task	omissions of word endings reflect pronunciation features; self-corrected where miscues was syntactically impossible
• use reference skills	
• adapt strategies when meaning is lost	
Comprehension	
•main ideas ✓	picked up main ideas – some detail lost because of limited language.
•meaning in detail	
•implicit meaning	
•attitude of the writer	

GENERAL COMMENTS

Read quite confidently: able to transfer some strategies from L1 reading — and generally reading for meaning.
More contact with written English, across a variety of genres will allow her to become familiar with some of particular features of these genres — and so to process meaning more efficiently.

POSSIBLE TEACHING OBJECTIVES

To use more formally written texts (such as semi-formal / formal letters, reports, brochures, newspaper articles)

- to develop an awareness of the way such texts are organized
- to become familiar with the appropriate vocabulary and structures
- to become familiar with key words and expressions for particular types of texts and content areas
- to develop strategies for
  - predicting meaning (before & while reading)
  - skimming for the gist
  - working out the meaning of unfamiliar words
  - reading for detailed meaning

(b) Cloze

My Life in Sydney

When I was in Korea, I longed to be in Sydney. I had heard that it was the most beautiful city in the world– and it really is.

When I first arrived I was afraid of everything, because I couldn't speak any English or even understand what people said. Also the way people lived was so different to the way we lived in Korea.

Now, six months later, things are getting better, although I still worry about a few things.

My main fear is that I won't be accepted by Australians because of my different race, my different facial features, and my accent.

The English language is my second biggest problem, even though I studied English at high school in Korea for six years for four hours a week. My English isn't good enough for me to join in conversations with Australians, to read books and magazines without using a dictionary, or to get the sort of job I'd like.

Sometimes I miss my family back home. I don't have any family here, except for my husband. Still I guess I'm lucky because I have many Korean friends. I hope I will soon have some Australian ones too.

My Life in Sydney

When I was in Korea, I longed to be in Sydney. I had heard that it was the most beautiful city in the world—and it really is.

When I first arrived _____ was afraid of everything, _____ I couldn't speak any _____ or even understand what _____ said. Also the way _____ lived was so different _____ the way we lived _____ Korea.

Now six months _____, things are getting better, _____I still worry about _____ few things.

My main _____ is that I won't _____accepted by Australians because _____ my different race, my _____facial features, and my _____.

The English language is _____ second biggest problem, even _____ I studied English at _____school in Korea for _____ years for four hours _____ week. My English isn't _____ enough for me to _____ in conversations with Australians, _____ read books and magazines _____ using a dictionary, or _____ get the sort of _____ I'd like.

Sometimes I _____ my family back home. _____ don't have any family _____, except for my husband. _____ I guess I'm lucky _____ I have many Korean _____. I hope I will _____ have some Australian ones too.

My Life in Sydney

(1) When I was in Korea, I longed to be in Sydney. I had heard that it was the most beautiful city in the world—and it really is.

(2) When I first arrived sydney. It was afraid of everything, and I couldn't speak any language or even understand what they said. Also the way of lived was so different custom the way we lived in Korea.

(3) Now six months every, things are getting better, but I still worry about another few things.

(4) My main thing is that I won't _____accepted by Australians because _____ my different race, my _____facial features, and my idea.

(5) The English language is a second biggest problem, even though I studied English at ~~[illegible]~~ school in Korea for 6 six years for four hours High and middle High a week. My English isn't _____ enough for me to understand in conversations with Australians, so read books and magazines understand using a dictionary, or understand get the sort of teacher I'd like.

(6) Sometimes I went my family back home. Money don't have any family _____, except for my husband. but I guess I'm lucky because I have many Korean friend. I hope I will _____ have some Australian ones too.

READING PROFILE SHEET

NAME Lien DATE 20.6.87

LEARNER TYPE 4

DESCRIPTION OF TASK: (Comment on type of text, complexity clarity, familiarity, etc. and attach copy if possible) Cloze of a student written description of life in Australia. (every 5th word deleted) - familiar content.

SKILLS (Mark those appropriate to the task) **COMMENTS**

Confidence

Skills

- identify English script
- identify type of text and purpose
- understand organization of ideas in the text
- understand relations between parts of the text
- understand sentence structure
- understand punctuation
- recognize key words and phrases ✓
- understand meaning in pictures/diagrams
- understand numbers
- identify letters of the alphabet

satisfactory use of conjunctions (and, so, but, because, though) 'They' in para. 2 does not refer back to anything.

many inclusions fit semantically but not syntactically e.g. para. 2 'arrived Sydney' + para. 3 'another few things'

most inclusions relate to the topic of that paragraph – so was picking up key words and phrases

usually ok. except para. 6. 'but'

Strategies

- read fluently
- predict before reading
- predict while reading ✓
- skim
- scan
- work out the meaning of unfamiliar words, using
  - semantic clues ✓
  - syntactic clues ×
  - grapho-phonic clues
- adapt reading strategy to the task
- use reference skills
- adapt strategies when meaning is lost

many inclusions don't fit into sentence structure

Comprehension

- main ideas ✓
- meaning in detail
- implicit meaning
- attitude of the writer

GENERAL COMMENTS

Picked up the gist of the story and was able to substitute many words that were semantically appropriate — but unable to use the syntactic context to work out missing words.

POSSIBLE TEACHING OBJECTIVES

To develop awareness of sentence structure (e.g. subj. verb agreement, prepositions)

To use sentence structure to help predict meaning of unfamiliar words

To develop awareness of the role of pronouns in linking text together

To use a variety of written genres to become aware of their particular features.

My Life in Sydney

(1) When I was in Korea, I longed to be in Sydney. I had heard that it was the most beautiful city in the world—and it really is.

(2) When I first arrived I was afraid of everything, because I couldn't speak any English or even understand what people (they) said. Also the way Australian lived was so different from the way we lived in Korea.

(3) Now six months later, things are getting better, but I still worry about a few things.

(4) My main problem is that I won't be accepted by Australians because of my different race, my Asian facial features, and my (out look) eyes.

(5) The English language is my second biggest problem, even though I studied English at The school in Korea for six years for four understant hours per week. My English isn't good enough for me to ~~speak~~ in conversations with Australians. I read books and magazines by using a dictionary, or to get the sort of informations I'd like.

(6) Sometimes I Think about my family back home. I don't have any family here, except for my husband. but I guess I'm lucky to be here I have many Korean friends I hope I will ~~start~~ begoing to have some Australian ones too.

READING PROFILE SHEET

NAME Comie **DATE** 23.6.87

LEARNER TYPE 3

DESCRIPTION OF TASK: (Comment on type of text, complexity clarity, familiarity, etc. and attach copy if possible)

- Cloze of a student written description of life in Australia (every 5th word deleted)
- familiar topic

SKILLS (Mark those appropriate to the task) **COMMENTS**

Confidence

Skills

- identify English script
- identify type of text and purpose
- understand organization of ideas in the text
- understand relations between parts of the text ✓
- understand sentence structure
- understand punctuation ✓
- recognize key words and phrases ✓
- understand meaning in pictures/diagrams
- understand numbers
- identify letters of the alphabet

able to use correct cohesive devices to link ideas in the text.

many words fit appropriately into sentence structure but some errors eg. para 2, para 5.

In some places she was unable to add just one word that was syntactically appropriate — but could do so by adding 2 or 3 words (para 6)

all words added related to the topic — shows an understanding of key words in each paragraph.

except para. 5. 'I read books'
para. 6. 'but I guess'
'I have money'

Strategies

- read fluently
- predict before reading
- predict while reading ✓
- skim
- scan
- work out the meaning of unfamiliar words, using
  - semantic clues ✓
  - syntactic clues ✓
  - grapho-phonic clues
- adapt reading strategy to the task
- use reference skills
- adapt strategies when meaning is lost

Comprehension

- main ideas ✓
- meaning in detail ✓
- implicit meaning
- attitude of the writer

GENERAL COMMENTS

Able to understand the text in detail
Words added were appropriate to the content of the passage and attempted all spaces.
Words added did not always fit into the syntactical structure of the passage, or more than one word had to be used to do so.

POSSIBLE TEACHING OBJECTIVES

To develop awareness of sentence structure and text organization, using contexts such as newspaper articles, formal letters, reports, etc.

(c) Sequencing
Master text I.

14 Waratah St.,
Bondi 2026

12th June, 1987

Minister of Education
Parliament House

Dear Minister,

I am writing to express my deep concern regarding the Government's decision to cut education funding.

In particular, I was disturbed to learn of plans to increase class sizes and to abolish the free book allowance for disadvantaged children.

These measures seem to be very short-sighted responses to financial problems for several reasons.

Firstly, our future welfare depends on providing our young people with the best possible education.

Secondly, by showing a lack of commitment to high educational standards we will encourage a lack of confidence in this country on the part of the international community.

I strongly urge you, therefore, to reconsider this decision.

Yours sincerely,

Master text II.

15 Johns Street,
Westmead
NSW 2145

15th September 1986

The Manager
Best Motors
12 Bathurst Street
Parramatta NSW 2150

Dear Sir,

I wish to apply for the position of Apprentice Motor Mechanic advertised in the Daily Telegraph on 14th September 1986.

Although having left school only last year, I have had an interest in cars for some years. At school I took an elective in car maintenance and have been carrying out small maintenance jobs on my parents' car ever since.

Since leaving school I have worked on a regular part-time basis at the Shell Service Centre, Westmead, as a petrol pump attendant and general assistant. I have recently completed a pre-apprenticeship course in motor mechanics at Liverpool Technical College. I am also a member of the Parramatta Sports Car Club.

Enclosed is a copy of my résumé for your consideration, together with copies of two references.

I hope you will see from my background that I am well-suited to this position. I would be pleased to attend an interview at any time which is suitable to you.

Yours faithfully,

Student sequenced text I.

14 Waratah St.
Bondi 2026
12th June, 1987

Minister of Education
Parliament House

Dear Minister,

I am writing to express my deep concern regarding the Government's decision to cut education funding.

Firstly, our future welfare depends on providing our young people with the best possible education.

In particular, I was disturbed to learn of plans to increase class sizes and to abolish the free book allowance for disadvantaged children.

Secondly, by showing a lack of commitment to high educational standards we will encourage a lack of confidence in this country on the part of the international community.

These measures seem to be very short-sighted responses to financial problems for several reasons

I strongly urge you, therefore, to reconsider this decision.

Yours sincerely,

READING PROFILE SHEET

NAME Edithe DATE 26.5.87

LEARNER TYPE 4

DESCRIPTION OF TASK: (Comment on type of text, complexity clarity, familiarity, etc. and attach copy if possible) Sequencing—letter of protest—typed and cut into sentences

SKILLS (Mark those appropriate to the task) **COMMENTS**

Confidence

Skills

- identify English script
- identify type of text and purpose ✓ familiar with the format of formal letters recognised layout features such as—name address, opening & closure.
- understand organization of ideas in the text — some knowledge of the appropriate order of presentation of ideas, e.g. need for an opening sentence explaining purpose, and a closing sentence reiterating a request.
- understand relations between parts of the text
- understand sentence structure
- understand punctuation
- recognize key words and phrases
- understand meaning in pictures/diagrams
- understand numbers
- identify letters of the alphabet

Poor appreciation of cohesive links eg. 3→4 does not recognise the role of 'in particular' — that is signals exemplification of 'deep concern' not of how 'welfare depends on best possible education'

Strategies

- read fluently
- predict before reading
- predict while reading
- skim
- scan
- work out the meaning of unfamiliar words, using
  - semantic clues
  - syntactic clues
  - grapho-phonic clues
- adapt reading strategy to the task
- use reference skills
- adapt strategies when meaning is lost

.6 'these measures' does not refer back to anything, and 'several reasons' is not followed by reasons.

Comprehension

- main ideas
- meaning in detail
- implicit meaning
- attitude of the writer

GENERAL COMMENTS

Has some awareness of layout of formal letters but is not familiar with the way the content of such texts is organized and unable to use cohesive devices to assist in ordering the text.

POSSIBLE TEACHING OBJECTIVES

To use a variety of types of formal letters eg. letters of opinion, of protest and complaint, stating a case and other formal texts such as editorials, essays

- to develop an understanding of the way those texts are organized and in particular the use of cohesive devices of reference and conjunction.

Student sequenced text II.

15 Johns Street,
Westmead
NSW 2145

15th September 1986

The Manager
Best Motors
12 Bathurst Street
Parramatta NSW 2150

Dear Sir,

I hope you will see from my background that I am well-suited to this position. I would be pleased to attend an interview at any time which is suitable to you.

Since leaving school I have worked on a regular part-time basis at the Shell Service Centre, Westmead, as a petrol pump attendant and general assistant. I have recently completed a pre-apprenticeship course in motor mechanics at Liverpool Technical College. I am also a member of the Parramatta Sports Car Club.

I wish to apply for the position of Apprentice Motor Mechanic advertised in the Daily Telegraph on 14th September 1986.

Although having left school only last year, I have had an interest in cars for some years. At school I took an elective in car maintenance and have been carrying out small maintenance jobs on my parents' car ever since.

Enclosed is a copy of my résumé for your consideration, together with copies of two references.

Yours faithfully,

READING PROFILE SHEET

NAME Luis DATE 20.5.87

LEARNER TYPE 3

DESCRIPTION OF TASK: (Comment on type of text, complexity clarity, familiarity, etc. and attach copy if possible)

Sequencing of a job application letter – typed and cut into paragraphs

SKILLS (Mark those appropriate to the task) **COMMENTS**

Confidence

Skills

- identify English script
- identify type of text and purpose ✓
- understand organization of ideas in the text
- understand relations between parts of the text
- understand sentence structure
- understand punctuation
- recognize key words and phrases
- understand meaning in pictures/diagrams
- understand numbers
- identify letters of the alphabet

familiar with the format of such letters e.g. placement of date, address signing off.

Unfamiliar with the organization of ideas appropriate to job application letters – e.g. – purpose for letter here is in the middle rather than at beginning.
– requests for interview at beginning rather than end.

✓ But 'this' in Para. 1. should refer to the position already mentioned.

Strategies

- read fluently
- predict before reading
- predict while reading
- skim
- scan
- work out the meaning of unfamiliar words, using
  - semantic clues
  - syntactic clues
  - grapho-phonic clues
- adapt reading strategy to the task
- use reference skills
- adapt strategies when meaning is lost

Comprehension

- main ideas
- meaning in detail
- implicit meaning
- attitude of the writer

GENERAL COMMENTS

Unfamiliar with the appropriate organization of content in a job application letter.

POSSIBLE TEACHING OBJECTIVES

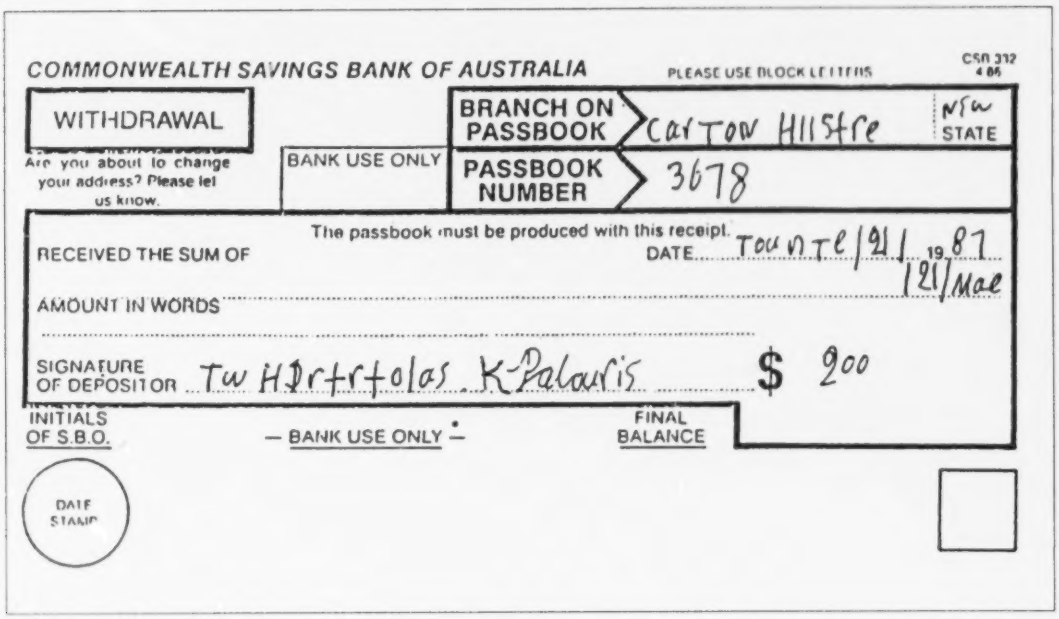
To use a variety of types of formal letters including job applications, requests for information, complaints etc..

- to develop an awareness of how they are organized; of the order of presentation of content – appropriate to the type of text.
- to become familiar with common opening and closing expressions.

WRITING SUPPORT

Illustration of procedures

Task 1 You want to withdraw $50 from your savings account. Your branch is Lakemba and your account number is 438640.
Fill in the accompanying form.



COMMONWEALTH SAVINGS BANK OF AUSTRALIA

PLEASE USE BLOCK LETTERS

CSB 312 4.86

WITHDRAWAL

Are you about to change your address? Please let us know.

BANK USE ONLY

BRANCH ON PASSBOOK: Carlton Hillstre NSW STATE

PASSBOOK NUMBER: 3678

The passbook must be produced with this receipt.

RECEIVED THE SUM OF

DATE: Toonte 21 1987 21/Mae

AMOUNT IN WORDS

SIGNATURE OF DEPOSITOR: Tw Hartrtolas K Palaris

$ 900

INITIALS OF S.B.O.

— BANK USE ONLY —

FINAL BALANCE

DATE STAMP

Reprinted with permission from the Commonwealth Bank.

WRITING PROFILE SHEET

NAME Fatima **DATE** 14.6.87

LEARNER TYPE 5

DESCRIPTION OF TASK: (include comments on purpose, audience, topic, setting student's familiarity with the task) to fill in a bank withdrawal form
student unfamiliar with task

SKILLS *(mark those appropriate to the task)*	**COMMENTS**
Confidence in approaching the task	
• willingness • hesitation	very hesitant, needed a lot of encouragement
Coherence of message	
• the overall clarity of the message	message not clear
Script	
• ability to write upper and/or lower case letters • knowledge of the names of the letters of the alphabet • fluency and consistency of script	– mixes upper and lower case letters – inconsistent script
Construction of the text	
• organization of ideas order of presentation of information paragraphing	– items written in the wrong place
• layout	
• register appropriateness of vocabulary appropriateness of sentence structure	
• cohesion reference i.e. pronouns substitution/ellipsis conjunctions lexis	
• sentence structure tense word order use/omission of articles use/omission of auxiliaries subject and verb agreement use of prepositions	
• vocabulary, adequate for the task	– unfamiliar with key items
• spelling, accurate for the task	– spelling - not sufficiently accurate
• punctuation, accurate for the task	
• number, appropriate to their function	– date written incorrectly

Strategies	*COMMENTS*
• for getting started, e.g. making notes making a plan	
• for drafting and editing, e.g. rereading identifying and correcting errors extending deleting reorganizing rewriting	- no evidence of drafting/ editing (not appropriate here)
• for spelling, e.g. visual memory word patterns morphemic knowledge phonic knowledge mnemonics syllabification fluency and speed use of dictionaries	- vague idea of what some words look like e.g. 'tw' for 'two'
• to compensate for limited linguistic knowledge, e.g. asking for assistance copying from other sources	- couldn't copy accurately

GENERAL COMMENTS

Unfamiliar with the task and the information required
Unfamiliar with the spelling of key words
Script inconsistencies

POSSIBLE TEACHING OBJECTIVES

To become familiar with information required on bank forms
To develop a range of spelling strategies
To become familiar with key words needed to complete such forms
To develop a more fluent and consistent script
To become aware of appropriate ways of writing numbers, especially dates and money.

Task 2 You want to enter this competition.
Fill in the form and address the envelope.

AND, as a special offer, 10 lucky Sun readers can win a set of six of these Australian recorded books. Just complete and send in the coupon below.

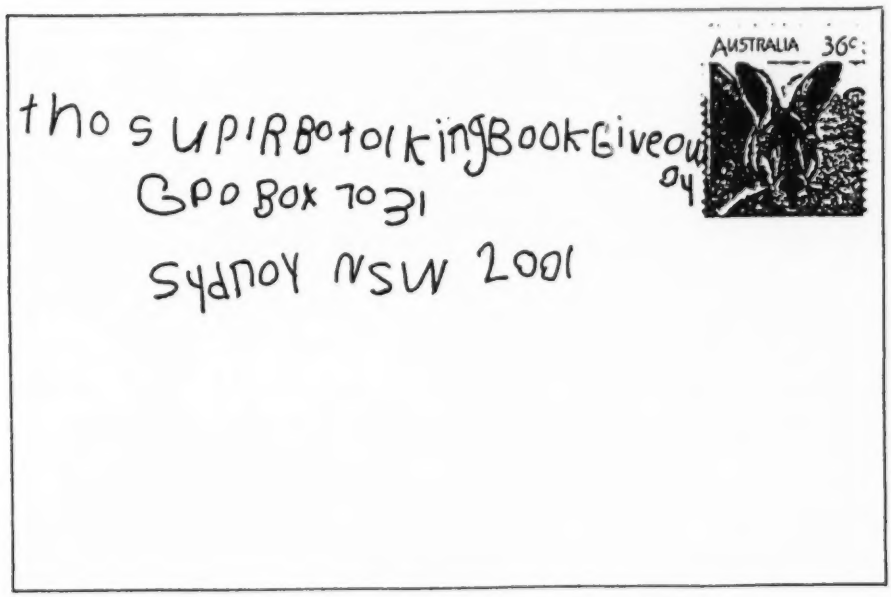
Sun / RBC TALKING BOOK GIVEAWAY

Name SAMIRA EL CHAMI

Address 3~~0~~ Lakemba Street

Tel No ..... Postcode BELMORE

The first 10 entries drawn will each receive a set of 6 Australian recorded books including Judy Morris reading Ethel, John Mellion reading Louis Stone's Jonahs, one of the earliest novels set in Sydney, Ray Barrett reading the Henry Lawson short stories.
Entries must be received no later than Monday May 11 1987. Winners will be notified by mail.
Send your entries to: The Sun/RBC Talking Book Giveaway
G.P.O. Box 7031
TCBC/2905 Sydney. NSW. 2001.



WRITING PROFILE SHEET

NAME SAMIRA DATE 14.6.87

LEARNER TYPE 1

DESCRIPTION OF TASK: (include comments on purpose, audience, topic, setting student's familiarity with the task) to fill in a simple form and to copy an address onto an envelope.

SKILLS *(mark those appropriate to the task)*	***COMMENTS***
Confidence in approaching the task	
• willingness • hesitation	
Coherence of message	
• the overall clarity of the message	the form is coherent but the envelope is unclear
Script	
• ability to write upper and/or lower case letters • knowledge of the names of the letters of the alphabet • fluency and consistency of script	– irregular – inconsistent
Construction of the text	
• organization of ideas order of presentation of information paragraphing	Form – suburb in wrong place Envelope – layout inappropriate no spacing between words
• layout • register appropriateness of vocabulary appropriateness of sentence structure • cohesion reference i.e. pronouns substitution/ellipsis conjunctions lexis • sentence structure tense word order use/omission of articles use/omission of auxiliaries subject and verb agreement use of prepositions	
• vocabulary, adequate for the task • spelling, accurate for the task • punctuation, accurate for the task • number, appropriate to their function	accurate on the form inaccurate on envelope (copied what she saw without understanding) no punctuation

Strategies	*COMMENTS*
• for getting started, e.g. making notes making a plan	
• for drafting and editing, e.g. rereading identifying and correcting errors extending deleting reorganizing rewriting	— no evidence
• for spelling, e.g. visual memory word patterns morphemic knowledge phonic knowledge mnemonics syllabification fluency and speed use of dictionaries	— spelt own name and address from memory
• to compensate for limited linguistic knowledge, e.g. asking for assistance copying from other sources	

GENERAL COMMENTS

- not familiar with the task of addressing an envelope or the appropriate layout to use.
- script problems – letter formation, spacing

POSSIBLE TEACHING OBJECTIVES

- to become familiar with the appropriate layout for addressing an envelope and features such as abbreviations and use of appropriate punctuation
- to develop a more fluent & consistent script
- to develop a range of spelling strategies

Task 3 You receive a small present from a friend.
Write a short note to say thank you.

25/5/87 7/502 BOTANY R.D MASCOT N.S.W. 2020

MY DEAR. TITO I GET you BOX OF CHICOLIET I m VERRY HAPY THENKU VARY MACH SEE you LETTER.

HARY

WRITING PROFILE SHEET

NAME HARY DATE 26.5.87

LEARNER TYPE 6

DESCRIPTION OF TASK: (include comments on purpose, audience, topic, setting student's familiarity with the task) to write a short note to a friend to thank him for a small present

SKILLS *(mark those appropriate to the task)*	**COMMENTS**
Confidence in approaching the task	
• willingness ✓	
• hesitation	
Coherence of message	
• the overall clarity of the message	message is clear
Script	
• ability to write upper and/or lower case letters	mostly in upper case
• knowledge of the names of the letters of the alphabet	
• fluency and consistency of script	not a fluent script
Construction of the text	
• organization of ideas order of presentation of information ✓ paragraphing	sequence of content is fine
• layout	– not familiar with layout of date, address, Dear ___, in a note
• register appropriateness of vocabulary appropriateness of sentence structure	inappropriate to sign such a note
• cohesion reference i.e. pronouns substitution/ellipsis conjunctions lexis	
• sentence structure tense word order use/omission of articles use/omission of auxiliaries subject and verb agreement use of prepositions	– use of present 'get' instead of past
• vocabulary, adequate for the task	
• spelling, accurate for the task	– inaccurate yet understandable; OK for a sympathetic reader
• punctuation, accurate for the task	
• number, appropriate to their function	

Strategies	*COMMENTS*
• for getting started, e.g. making notes making a plan	
• for drafting and editing, e.g. rereading identifying and correcting errors extending deleting reorganizing rewriting	one instance of self-correction 'VERY'
• for spelling, e.g. visual memory word patterns morphemic knowledge phonic knowledge mnemonics syllabification fluency and speed use of dictionaries	using visual memory – but when unsure resorts to phonic attack eg. chicollet + thenku
• to compensate for limited linguistic knowledge, e.g. asking for assistance copying from other sources	

GENERAL COMMENTS

- not familiar with the layout of informal notes / letters or appropriate punctuation
- needs to develop range of spelling strategies + to become familiar with some key words, common to this context
- writing is a reflection of the student's spoken language

POSSIBLE TEACHING OBJECTIVES

To use the context of personal notes + letters to develop
- an awareness of appropriate layout
- an awareness of appropriate punctuation
- familiarity with some key / common words and expressions
- to develop a range of spelling strategies
- To develop an awareness of past tense markers.

Task 4 You visit a friend. She isn't home.
Leave a note to say you will telephone her later.

I came your home at two o`clock and I couldn't find you. I am going to call you at six o' clock when you came home ..

WRITING PROFILE SHEET

NAME Hassan DATE 25.5.87

LEARNER TYPE 3

DESCRIPTION OF TASK: (include comments on purpose, audience, topic, setting student's familiarity with the task) Leave a note to a friend who is not at home, to say you will telephone later.

SKILLS *(mark those appropriate to the task)*		***COMMENTS***
Confidence in approaching the task		
• willingness		
• hesitation	✓	
Coherence of message		
• the overall clarity of the message	✓	message clear
Script		
• ability to write upper and/or lower case letters		
• knowledge of the names of the letters of the alphabet		
• fluency and consistency of script	✓	fluent script
Construction of the text		
• organization of ideas		
order of presentation of information	✓	sequence of information good – but omitted names
paragraphing		
• layout		
• register		
appropriateness of vocabulary	✓	vocab and sentence structures reflect st's spoken language
appropriateness of sentence structure		
• cohesion		
reference i.e. pronouns		
substitution/ellipsis		
conjunctions		
lexis		
• sentence structure		
tense	—	confusion between present + past use of 'come' + 'came'
word order		
use/omission of articles		
use/omission of auxiliaries		
subject and verb agreement		
use of prepositions		
• vocabulary, adequate for the task	—	use of came – may indicate limited vocab/expressions to convey the meaning here
• spelling, accurate for the task		spelling accurate
• punctuation, accurate for the task		
• number, appropriate to their function		

Strategies ***COMMENTS***

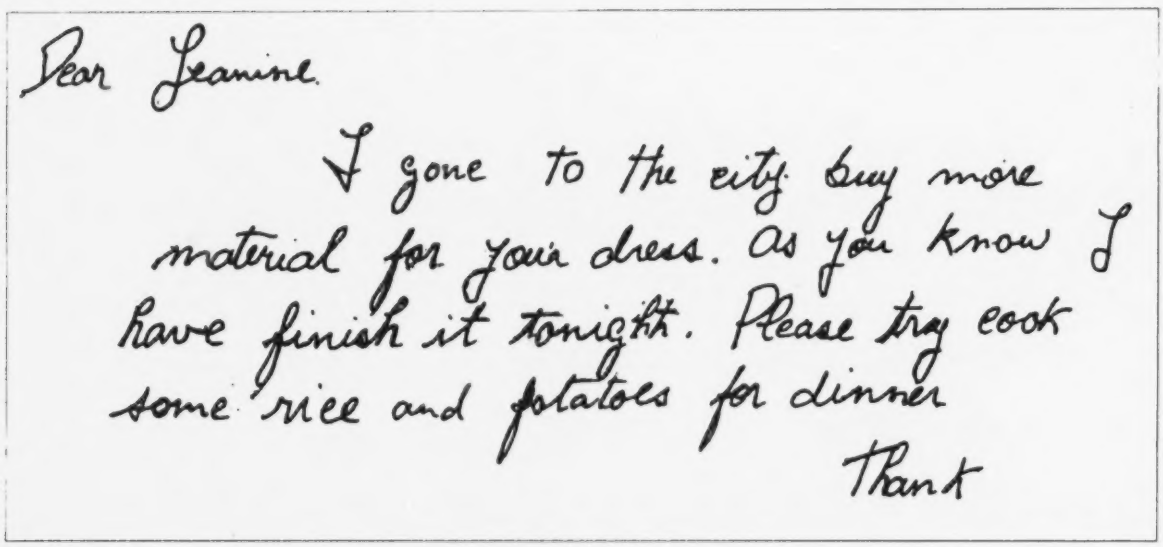
- for getting started, e.g.
  - making notes
  - making a plan
- for drafting and editing, e.g.
  - rereading
  - identifying and correcting errors — no evidence
  - extending
  - deleting
  - reorganizing
  - rewriting
- for spelling, e.g.
  - visual memory
  - word patterns
  - morphemic knowledge
  - phonic knowledge
  - mnemonics
  - syllabification
  - fluency and speed
  - use of dictionaries
- to compensate for limited linguistic knowledge, e.g.
  - asking for assistance
  - copying from other sources

GENERAL COMMENTS

POSSIBLE TEACHING OBJECTIVES

- Use the context of personal messages + letters to further develop
  - familiarity with appropriate layout
  - appropriate vocabulary and expressions
  - manipulation of sentence structures (with attention to past tense)
- To write longer more detailed personal messages/letters.

Task 5 You won't be home when your children arrive home from school. Leave a note telling them where you are, when you'll be home, and what they can do while you are out.


Dear Jeanine.

I gone to the city. buy more material for your dress. As you know I have finish it tonight. Please try cook some rice and potatoes for dinner

Thank

WRITING PROFILE SHEET

NAME Julia **DATE** 27.5.87

LEARNER TYPE 6

DESCRIPTION OF TASK: (include comments on purpose, audience, topic, setting student's familiarity with the task) A note to the children to tell them where you are. when you'll be home + what they can do.

SKILLS *(mark those appropriate to the task)*	**COMMENTS**
Confidence in approaching the task	
• willingness • hesitation ✓	
Coherence of message	
• the overall clarity of the message	message is clear
Script	
• ability to write upper and/or lower case letters • knowledge of the names of the letters of the alphabet • fluency and consistency of script	fluent + consistent cursive script
Construction of the text	
• organization of ideas order of presentation of information ✓ paragraphing	ideas well organized
• layout • register ✓ appropriateness of vocabulary ✓ appropriateness of sentence structure	appropriate for message
• cohesion reference i.e. pronouns substitution/ellipsis conjunctions lexis	
• sentence structure tense word order use/omission of articles use/omission of auxiliaries subject and verb agreement use of prepositions	– reflection of student's spoken language tense – pres. perfect – 'I gone' omission of 'to' in to buy have to finish to cook
• vocabulary, adequate for the task • spelling, accurate for the task ✓ • punctuation, accurate for the task ✓ • number, appropriate to their function	'Thank' – perhaps unaware of short form 'thanks' or full 'Thankyou' accurate

Strategies	*COMMENTS*
• for getting started, e.g. making notes making a plan • for drafting and editing, e.g. rereading identifying and correcting errors extending deleting reorganizing rewriting • for spelling, e.g. visual memory word patterns morphemic knowledge phonic knowledge mnemonics syllabification fluency and speed use of dictionaries • to compensate for limited linguistic knowledge, e.g. asking for assistance copying from other sources	no evidence

GENERAL COMMENTS

- able to handle this task competently
- some problems with tenses indicated

POSSIBLE TEACHING OBJECTIVES

To use the context of longer, more detailed personal messages & letters to
- develop a greater awareness of tense marking in verbs

To develop familiarity & confidence with semi-formal registers in letter writing - e.g. letters to school
letters to accompany cheques etc.

Dear Ruth.

Thank you for you lovely letter, just ~~came~~ arrived when I need more soport from a good friend.

I got here on 3rd of June. I had good fly. and ~~interese~~ inTreusteus stop over. I spanded 2 day and night in Nadé was warm and beautiful placee.

Now in my new life. I got To Tell you. Then every thing workout perfeet us I had planed AT The moment I'm leving and a friends place. I'm looking for work and I allready studing English an in The evenings, every Thing here is good. I While I'm Unemployed. I get some money from The Australian goberment every fournight. is a big help for us. at least We wont be hungry on extrange country. I really greatfull for this. And The other hand I still haue sick every morning. as soon I opened my eyes I Think about my big family my house. my city, my friends I don't Think I'll be able ever to forget all what it was. my life.

love:

Yolanda

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Task 6 You have just received a letter from a friend. She wants to know how you are and how you (and your family) have settled into Australia. Reply to her letter.

WRITING PROFILE SHEET

NAME Yolanda DATE 14.7.87

LEARNER TYPE 4

DESCRIPTION OF TASK: (include comments on purpose, audience, topic, setting student's familiarity with the task) to write a reply to a letter from a friend. Say how you have settled into living in Australia.

SKILLS *(mark those appropriate to the task)*	***COMMENTS***
Confidence in approaching the task	
• willingness ✓	
• hesitation	
Coherence of message	
• the overall clarity of the message	message clear
Script	
• ability to write upper and/or lower case letters	
• knowledge of the names of the letters of the alphabet	
• fluency and consistency of script	
Construction of the text	
• organization of ideas order of presentation of information paragraphing	— more paragraphing would help
• layout ✓	
• register ✓	
appropriateness of vocabulary	
appropriateness of sentence structure	
• cohesion	
reference i.e. pronouns	pronouns sometimes omitted
substitution/ellipsis	
conjunctions	
lexis	
• sentence structure	quite good – some confusion with irregular past tense 'spended'
tense	
word order	Sometimes omitted
use/omission of articles	
use/omission of auxiliaries	except for some confusion with expressions eg. 'as soon as' 'on the other hand'
subject and verb agreement	
use of prepositions → some confusions, misuse	
• vocabulary, adequate for the task	Sufficiently accurate for the task – but some key words could be learnt
• spelling, accurate for the task	
• punctuation, accurate for the task	— tends to punctuate thoughts & pauses with full stops which could be confusing
• number, appropriate to their function	

Strategies	***COMMENTS***
• for getting started, e.g. making notes making a plan • for drafting and editing, e.g. rereading identifying and correcting errors extending deleting reorganizing rewriting • for spelling, e.g. visual memory word patterns morphemic knowledge phonic knowledge mnemonics syllabification fluency and speed use of dictionaries • to compensate for limited linguistic knowledge, e.g. asking for assistance copying from other sources	— some identification of spelling errors + attempts at self correction — some L1 phonic interference 'goberment' 'extrange'

GENERAL COMMENTS

Able to handle this type of writing task competantly + with confidence
Main needs relate to sentence structure

POSSIBLE TEACHING OBJECTIVES

To use the context of personal letter writing to
- develop a greater awareness of sentence structure + how sentences can be abbreviated in this context
- what can and can't be omitted
- to develop familiarity with some key words common to this context.
- to develop a greater awareness of paragraphing + punctuation
- to develop strategies for editing + self correction of spelling errors.

Task 7 Imagine you are about to travel to another city.
Write a telegram to a friend who lives there to tell her when to meet you at the airport.

Dear Sum.

I will be U.K for saturday 1.35 P.M departure time and arriod to airport at 8.45 P.M. Can you come to airport took me going home please!

Good luck! See you in U.K. Goodbye!

Oh Lee 27-5-87.

WRITING PROFILE SHEET

NAME On Lee DATE 23.6.87

LEARNER TYPE 6

DESCRIPTION OF TASK: (include comments on purpose, audience, topic, setting student's familiarity with the task) You are about to travel to another city. Write a telegram to a friend to tell them when to meet you at the airport.

SKILLS *(mark those appropriate to the task)*	***COMMENTS***
Confidence in approaching the task	
• willingness	
• hesitation ✓	
Coherence of message	
• the overall clarity of the message ✓	main ideas are clear
Script	
• ability to write upper and/or lower case letters ✓	
• knowledge of the names of the letters of the alphabet	
• fluency and consistency of script ✓	
Construction of the text	
• organization of ideas order of presentation of information paragraphing	– included a lot of irrelevant information
• layout	
• register appropriateness of vocabulary appropriateness of sentence structure	– inappropriate for a telegram used full sentences rather than abbreviated forms
• cohesion reference i.e. pronouns substitution/ellipsis conjunctions lexis	
• sentence structure tense word order use/omission of articles use/omission of auxiliaries subject and verb agreement use of prepositions	confusion of past + present tenses 'arrived' + 'took'
• vocabulary, adequate for the task ✓	
• spelling, accurate for the task ✓	
• punctuation, accurate for the task	
• number, appropriate to their function	

Strategies	*COMMENTS*
• for getting started, e.g. making notes making a plan • for drafting and editing, e.g. rereading identifying and correcting errors extending deleting reorganizing rewriting • for spelling, e.g. visual memory word patterns morphemic knowledge phonic knowledge mnemonics syllabification fluency and speed use of dictionaries • to compensate for limited linguistic knowledge, e.g. asking for assistance copying from other sources	no evidence

GENERAL COMMENTS

Unfamiliar with the need to abbreviate language here or perhaps the ways of doing so in English

Shows confusion with tenses

POSSIBLE TEACHING OBJECTIVES

To use context of personal writing such as postcards + personal letters, as well as telegrams to

- become familiar with ways of abbreviating sentence structure in English
- to become more confident in expressing tense (past, present and future

Task 8 Imagine you want to apply for this job **(advertisement given)**. Write a job application letter.

Carmen Perez
5/117 Byrd Street.
Coogee. N.S.W. 2034.

The Manager.
Telecommunication Systems.
130 Martin Place.
Sydney N.S.W. 2001.

May 21st 1987.

Dear. Sir/Madam.

As an assistant I would like to apply for the position of Data Entry Operator/Typist. Your Company is offering. a few positions in this "position".

I got this information Thought the News Paper (Telegraph), circulated on the 19th of May 1987 - circular M0341.

I got some experience in this field. Actualy I am using IBM 3742, Apricot Microcomputer, & Prime. in (M.S.B)

I would like to be considered for the position. and looking forward to work for you.

Yours. Sincerely.

WRITING PROFILE SHEET

NAME Carmen **DATE** 21.5.87

LEARNER TYPE 4

DESCRIPTION OF TASK: (include comments on purpose, audience, topic, setting student's familiarity with the task) to write a job application letter in response to an advertisement

SKILLS *(mark those appropriate to the task)*	**COMMENTS**
Confidence in approaching the task	
• willingness • hesitation	
Coherence of message	
• the overall clarity of the message	– some unnecessary information causes confusion
Script	
• ability to write upper and/or lower case letters • knowledge of the names of the letters of the alphabet • fluency and consistency of script	
Construction of the text	
• organization of ideas order of presentation of information paragraphing ✓	– information is presented in the appropriate order but expression is overtly formal + unnecessarily wordy at times, which causes confusion. There are also instances of lang. that is too informal 'I got this information' 'I got some experience'
• layout ✓	
• register appropriateness of vocabulary appropriateness of sentence structure	
• cohesion reference i.e. pronouns substitution/ellipsis conjunctions lexis	
• sentence structure tense word order use/omission of articles use/omission of auxiliaries subject and verb agreement use of prepositions	not familiar with some common expressions 'looking forward to hearing from you' 'advertised in...'
• vocabulary, adequate for the task	
• spelling, accurate for the task	not sufficiently accurate. Some key words misspelt 'position' 'through'
• punctuation, accurate for the task	
• number, appropriate to their function	

Strategies	***COMMENTS***
• for getting started, e.g. making notes making a plan • for drafting and editing, e.g. rereading identifying and correcting errors extending deleting reorganizing rewriting • for spelling, e.g. visual memory word patterns morphemic knowledge phonic knowledge mnemonics syllabification fluency and speed use of dictionaries • to compensate for limited linguistic knowledge, e.g. asking for assistance copying from other sources	no evidence

GENERAL COMMENTS

Shows awareness of the kind of information required + the appropriate order of presentation – in job application letter
- but confusion of register – mixing informal with overly formal
- too wordy
- unfamiliar with some common formulaic expressions to use in such contexts.

POSSIBLE TEACHING OBJECTIVES

To develop familiarity with appropriate expression for such a context – through the use of models

To develop strategies for drafting + editing.

To develop a range of spelling strategies.

Task 9 You are looking for a job.
Write a letter outlining your education and work experience to send to a number of companies.

21st MAY, 1887

3/26 CANTERBURY RD
CANTERBURY N.S.W.2193

THE UNIVERSAL LTY
24-28 GEORGE ST.
CAMPSIE N.S.W.2193

Dear Sir,

I embrace a hope that my letter will obtain your attention.

I've been a migrant ~~I came~~ for a permanent resident since March, 1987. My name is Merry Lin, age 33, female. ~~my address is~~ 3/26 Canterbury Rd, Canterbury N.S.W. 2193. I come from Vietnam, So I'm a Vietnamese Chinese descent. I went to Vietnamese High School at 11 grade, ~~and~~ I studied Chinese High-school-course at the evening school, and ~~I know~~ I finished my English Junior High school in 1970. Since then I ~~st~~ learnt to typewriting, accounting and ~~English~~ occasionally ~~be tutoring English~~. I've been a primary teacher for 3 years after the Revolution in VN, and ~~tutoring~~ English and Chinese for 5 years before I came here.

When I stepped on the land of the continent, I long for contributing myself to Her and the people who will be my countryfellows on the aspect of economy. So I'm glad to enquire whether you would like me to help as an accountant in your company.

I'd like to send my gratitude in advance. And your answer is greatly appreciated.

Sincerely Yours,

Merry

WRITING PROFILE SHEET

NAME Merry DATE 21.5.87

LEARNER TYPE 3

DESCRIPTION OF TASK: (include comments on purpose, audience, topic, setting student's familiarity with the task) To write a canvassing letter to a company seeking employment.

SKILLS *(mark those appropriate to the task)*	**COMMENTS**
Confidence in approaching the task	
• willingness ✓	
• hesitation	
Coherence of message	
• the overall clarity of the message	purpose of the letter is not clear until the end of the second last paragraph.
Script	
• ability to write upper and/or lower case letters	
• knowledge of the names of the letters of the alphabet	
• fluency and consistency of script ✓	fluent cursive script
Construction of the text	
• organization of ideas order of presentation of information paragraphing	— inappropriate order of presentation of info. + some unnecessary content (para. 3)
• layout ✓	
• register appropriateness of vocabulary appropriateness of sentence structure	x too formal 'embrace' and overly 'polite' 'I'm glad to enquire whether you could like me to help'
• cohesion reference i.e. pronouns substitution/ellipsis conjunctions ✓ lexis	
• sentence structure	— generally sound.
tense word order use/omission of articles use/omission of auxiliaries subject and verb agreement use of prepositions	— generally good - some confusion in use of past vs. pres. perfect 'I've been a primary teacher'
• vocabulary, adequate for the task	aware of some appropriate expressions eg. 'already appreciated' sincerely yours
• spelling, accurate for the task ✓	
• punctuation, accurate for the task ✓	
• number, appropriate to their function	but unfamiliar with some other formulaic type openings and closures.

Strategies	*COMMENTS*
• for getting started, e.g. making notes making a plan • for drafting and editing, e.g. rereading identifying and correcting errors ✓ extending ✓ deleting ✓ reorganizing rewriting • for spelling, e.g. visual memory word patterns morphemic knowledge phonic knowledge mnemonics syllabification fluency and speed use of dictionaries • to compensate for limited linguistic knowledge, e.g. asking for assistance copying from other sources	

GENERAL COMMENTS

Unfamiliar with the appropriate organization of such letters – what content to include and in what order.

Unfamiliar with the appropriate register + some of the helpful formulaic expressions.

POSSIBLE TEACHING OBJECTIVES

To use models of job application letters
– both canvassing
– in response to ads.

to develop an awareness of appropriate content, organization register, common expressions

Task 10 You purchased a new shirt from a department store. At home you noticed that it was damaged. You tried to exchange it but with no success.
Write a letter of complaint to the manager of the store.

Dear. Manager.

last week, I bought a new dress.
But It's too big. It ~~is not~~ doesn't fit to me,
When I bought it. I can't notice that.
So Today I went to the store ~~what~~ where I bought.
I said to the sale girl, but she can't change the other one. I have damaged.
I hope. ~~you can~~ if you ~~ch~~ can change the other one,
Please change it.
~~I think~~ Every
~~I think~~ customer is king.
And I also hope this thing ~~can~~ never happen another customer.
That'll be better for your company.
Anyway I'd like to change my dress,

— from your customer-

I'd like to change it right now, but I had no time,

WRITING PROFILE SHEET

NAME Eun Ja DATE 25 5 87

LEARNER TYPE 4

DESCRIPTION OF TASK: (include comments on purpose, audience, topic, setting student's familiarity with the task) You bought a shirt from a department store when you got home you noticed it was damaged. You tried to exchange it – but had no success. Write a letter of complaint to the store manager.

SKILLS *(mark those appropriate to the task)* **COMMENTS**

Confidence in approaching the task

- willingness
- hesitation ✓

Coherence of message

- the overall clarity of the message — not clear enough. Confusion about the problems of not fitting + of being damaged.

Script

- ability to write upper and/or lower case letters
- knowledge of the names of the letters of the alphabet
- fluency and consistency of script ✓

Construction of the text

- organization of ideas — not clear enough. Does not have clear idea of the schematic structure appropriate
  - order of presentation of information
  - paragraphing — tends to begin a new line for every sentence.
- layout — not as in formal letter – but is still in draft form.
- register X — some lang. too informal eg. 'Anyway...'
  - appropriateness of vocabulary
  - appropriateness of sentence structure
- cohesion
  - reference i.e. pronouns X sometimes omitted
  - substitution/ellipsis
  - conjunctions
  - lexis
- sentence structure
  - tense — confusion of tenses. Often uses present instead of past – which causes confusion in the message. Problems with handling reported speech
  - word order
  - use/omission of articles X sometimes inappropriately used eg. 'fit to me' or omitted eg. 'change (it) (for) the other one'
  - use/omission of auxiliaries
  - subject and verb agreement
  - use of prepositions
- vocabulary, adequate for the task — perhaps unaware of common ways of signing off eg. yours sincerely
- spelling, accurate for the task
- punctuation, accurate for the task
- number, appropriate to their function

Strategies	*COMMENTS*

- for getting started, e.g.
  - making notes
  - making a plan
- for drafting and editing, e.g.
  - rereading
  - identifying and correcting errors ✓
  - extending ✓
  - deleting ✓
  - reorganizing
  - rewriting
- for spelling, e.g.
  - visual memory ✓
  - word patterns
  - morphemic knowledge
  - phonic knowledge
  - mnemonics
  - syllabification
  - fluency and speed
  - use of dictionaries
- to compensate for limited linguistic knowledge, e.g.
  - asking for assistance
  - copying from other sources

GENERAL COMMENTS

Unfamiliar with letters of complaint – in terms of the organization of ideas, register, key expressions

Had problems in explaining a sequence of events + in handling reported speech.

POSSIBLE TEACHING OBJECTIVES

To use the context of formal letters – such as letters of complaint

- to develop an awareness of the appropriate organization of ideas
- to become familiar with some common expressions/vocabulary
- to develop an awareness of the appropriate register
- to develop confidence in manipulating sentence structure – especially reported speech and use of prepositions
- to further develop strategies for getting started drafting and editing

GLOSSARY

Coherence :	the sense a message makes.
Cohesion :	the way a text is bound together to create a whole meaningful unit.
Cohesive devices or ties :	the linguistic elements (i.e. conjunctions, reference system, substitution or ellipsis, lexical cohesion) that hold the text together.
Contextual clues :	the non-linguistic features (e.g. pictures, diagrams, logos, colours, headings, layout, bold-print and the physical setting) that provide meaning.
Drafting :	the process of getting ideas on paper.
Editing :	the process of changing and developing ideas while drafting, or after a draft has been completed.
Ellipsis :	where the part of the text that refers back is left unstated, e.g. 'They're going out, but I don't want to [go out]'.
Graphophonic clues :	clues from the letters, letter combinations, and the sounds they represent.
Key words :	content words that provide important clues to the overall meaning of the text.
Lexical cohesion :	the relationship of vocabulary items to the same semantic field through reiteration or collocation.
Miscues :	errors made when reading.
Mnemonics :	ways of remembering rules or spelling patterns.
Morphemic knowledge :	knowledge of word roots and inflections, such as suffixes and prefixes.
Phonic knowledge :	knowledge of letters, letter combinations, and the sounds they represent.
Prediction :	making informed guesses about the meaning of a text before and while reading.
Reference skills :	being able to locate information where it has been organized systematically (alphabetically, numerically or categorically).
Reference system :	the words used to refer to objects, individuals or places mentioned elsewhere in the text.
Register :	the characteristics of the language used to signify a particular genre. These will depend on • field– the content area • mode– the channel of communication • tenor– the relationship between the reader and the writer.
Scanning :	locating specific information in a text while ignoring the rest.
Semantic clues :	what we already know about the topic (from the text and our own experience).
Sentence structure :	the grammar at the sentence level, i.e. how words are organized to construct meaning.

Skills : what abilities you need to have in order to do something.

Skimming : looking quickly over a text to get a general idea of what it is about.

Strategies : the processes used in order to do something.

Substitution : words used to link parts of the text by referring to objects named elsewhere, e.g. 'If I buy a new car, you can have the old one'.

Syllabification : breaking the word into syllables and dealing with each segment individually.

Syntactic clues : clues from the sentence structure (i.e. the grammar).

Tasks : purposeful real-life activities where some communication takes place.

Visual memory : recalling the way a word looks, including its length, shape and letter sequence.

Word patterns : groups of words that have similar sound–symbol correspondences, such as eat/heat/meat.